Childhood Education

Toward Maturity: A Mid-century Challenge

We Develop Discipline for Freedom

JANUARY 1951

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Childhood Education

For Those Concerned with Children

To Stimulate Thinking Rather Than Advocate Fixed Practice

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Next Month—

This year's study of "Toward Maturity: a Mid-century Challenge" continues with February's theme, "We Improve Communication." Planning editor is LaVerne Strong.

Contributors are Hannah M. Lindahl discussing communication in 1950—mature or immature?; George Murphy, conversation—a lost art?; and Duane C. Spriestersbach and McKenzie Buck, an index to maturity.

Communication and the arts is analyzed in art media by I. L. deFrancesco; music by Catherine Warren; and dramatization by Franklin R. Lindquist. Florence Brumbaugh looks at recordings and communication and David H. Russell at reading as communication. Experience—the source of communication is the topic of Althea Beery.

News and reviews report what's new.

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Photo, courtesy National College of Education, Evanston, Illinois

A well-adjusted child is a self-disciplined child.

We Develop Discipline For Freedom

THE GOOD DRIVER BRINGS HIS CAR TO A FULL HALT AT THE BOULEVARD stop sign. He does this because he is properly disciplined. He is disciplined by *know-how*, by *know-why*, and by *want-right*. He knows how to handle his car. He knows why the stop sign is needed. He wants to obey the stop regulation because he believes it is right. His driving discipline supports and extends his freedom and the freedom of other drivers and of pedestrians to travel more safely than would be possible without discipline.

The poor driver may fail to obey the stop sign. He does so because he lacks one or more of the elements of good discipline in the situation. He does not know how to bring his car to a halt correctly. For example, he may step on the accelerator instead of the brake. He may not know why he should stop. Or he may know very well how and why to stop but just lacks the desire to do what he knows is the right thing to do. He is undisciplined, and his own freedom, as well as the freedom of others to move safely, is thereby curtailed.

This view of discipline as essential to freedom can be similarly illustrated in any activity of men in groups. To get a job done as smartly and smoothly as possible, the group develops patterns of action. The individual's freedom to act *with the group* is not restricted but enhanced by acquiring the discipline of those patterns.

The bad connotations of discipline as unreasoning obedience to arbitrary rules or hated conformity to unnecessary regulations arise from systems of pseudo discipline rather than from the real thing. The driver who obeys traffic rules merely from fear of a fine is in fact not disciplined. True discipline is always self-enforced. It is the foundation of the individual's freedom in society.

The modern school provides discipline in the learning of patterned actions for the welfare of the child-in-the-group. It helps the student get the know-how, the know-why, and the want-right for these actions. It gives learning situations of sufficient scope to include these three elements of discipline for each phase of social behavior appropriate to the child's stage of development.

The distance between the modern school and its predecessor is greatest at this point. It is the distance between providing a setting for desired behavior with complete opportunity for acquiring the know-how, the know-why, and the want-right and providing isolated punishments for isolated infractions of imperfectly understood rules. Under the latter system, the child's freedom was constricted by fear; under the former, it is expanded by understanding.

Perhaps this is what Epictetus meant when he declared, "The State has said that only freemen shall be educated, but God has said that only educated men shall be free."—HAROLD BENJAMIN, *dean, College of Education, University of Maryland, College Park.*

What Do We Mean By Discipline? What Do We Mean By Freedom?

The planning committee for this issue of CHILDHOOD EDUCATION *thought it would be interesting to have a group of children and a group of adults discuss these questions independently. The round table discussions presented here, after editing, are the result. The discussion leaders,* A. D. BUCHMUELLER, *a psychiatric social worker, and* MRS. JOHN H. PORTER, *his assistant, do group therapy in several St. Louis Public Schools with parents of children who have problems. This experimental work, now in its fourth year, is supported by the St. Louis Council for Parent Education.*

MRS. PORTER *led the discussion among the following seventh- and eighth-grade boys and girls:* CAROL BURGESS, EDMUND CONLEY, ALFRED CRISMON, STUART KNOEPPEL, TOM MEYER, ANGELO MIGNECO, JUDY O'NEAL, JOHN ROBINSON, JERRY SEXTON, *and* ROBERT STEVENS. *All are pupils of Roe Elementary School, St. Louis.*

MR. BUCHMUELLER *acted as discussion leader for* CARL L. BYERLY, *director of special services, Clayton, Missouri, Public Schools;* RUTH CORNELIUS, *primary teacher, St. Louis Public Schools;* ELAINE DEBUS, *principal, St. Louis Public Schools;* ELIZABETH LLOYD, *director, Nursery School, and instructor, Department of Education, Washington University, St. Louis; and* ALBERTA L. MEYER, *intermediate teacher, St. Louis Public Schools.*

THE CHILDREN SAY:

Mrs. Porter: Let's start with each of us giving his idea of what discipline is.

Carol: Discipline is when you have done something wrong and someone either corrects or punishes you for it.

Jerry: My idea of discipline is—it is the main thing in life because if you can't take discipline, you are not going to succeed.

Tom: My idea is when you do something wrong and aren't corrected, you will keep doing it wrong. You will get in the habit of doing things wrong, but if you are corrected or correct yourself, everybody will like you.

Judy: When you get in trouble, you should discipline yourself or else have someone else tell you what is wrong or right.

Angelo: When you are a little boy or girl you don't know right from wron very much. Someone should correct you either your parents or teacher. If the don't, then you keep on doing the wron thing. Sometime you are going to hav to find out the hard way.

Alfred: My idea of discipline is lik at Roe School when we come up fro recess. We don't have to get in line we just come up. We have freedom o discipline.

John: I've always thought that dis cipline was a way of telling somebod else that they had done something wron —or correcting yourself. Like Alfre said if there is a certain amount of sel discipline it will be a lot better when yo grow older.

Mrs. Porter: We nearly all agree tha self-discipline is the goal we are movin toward.

Jerry: When you discipline yourself, ou learn better and easier than taking from somebody else.

Mrs. Porter: What do you feel is the est kind of discipline when you are aking it from somebody else?

Robert: When they tell you about it, at is a good kind of discipline. If they ake you do something for it, if you are ad, if they punish you for it, that will elp you too. You won't do the same ing again.

Mrs. Porter: Perhaps we had better void confusing punishment and dis-ipline. Don't link them too closely.

Carol: I think if somebody else pun-shes you, you get the feeling, "He is ust against me." If you are a little hild and you do something wrong one lay and the teacher forgets about it, ut disciplines you the next day, then ou don't know what you are being isciplined for.

Angelo: If you are disciplined by omebody like a teacher, well, you are oing to think, "She don't like me. I lon't care." So you just do it again nd again. But if you discipline your-elf, you feel different.

Jerry: I don't think there should be ny punishing to discipline because vhen you get punished, you try to get evenge on your mother or father or vhoever disciplined you.

Carol: I think the best kind of dis-ipline is not to write an essay or some-hing like that, but to be deprived of one f your privileges that you like a lot.

Mrs. Porter: Like what?

Carol: For the boys, baseball games. f they were going to a game and they do omething, they can get punished by aking that baseball game away from hem. That always works on me.

Tom: Well, back to the punishing. I believe that a child should be punished if he did something real bad, but if it is just a minor thing I think that the parents should tell him. If he keeps doing the same little thing, I think he should be punished.

Mrs. Porter: What is the difference between a very bad thing and a minor thing?

Tom: Well, say, if you hit somebody with a rock and really hurt them bad and your mom or dad or teacher or any other grown-up told you not to throw rocks, I think you should be punished. But if you just like forget to do something, I don't think you should be punished bad because every person forgets.

Ed: My idea on that is if you do something that you know you are doing wrong, that is when you should be punished, but if you do something you don't ever stop to think, I think you should be corrected on that.

John: I believe that sometimes a good healthy talk will do you more good than anything else. I had a teacher once when you did something bad, she wouldn't do anything for a minute. She would stare at you, and you would feel like two cents, like crawling back into the corner. Then when she would talk to you, it would really do some good. I have had other teachers that yelled at you and you just wanted to do it over again.

Mrs. Porter: Where do you think discipline starts?

Ed: Discipline starts at home when you are about two. Your mother corrects you in doing things wrong, like turning on gas on the stove.

Jerry: If you are corrected at home when you are young, you will know a little bit what it is like when you go to school. And when you are at school, the teacher and the children can pretty well tell how you act at home.

Carol: Well, I think if you are not disciplined at home when you are two or three, that it is going to be awfully rough when you get with other boys and girls and can't get along with them.

Mrs. Porter: That is a good point.

John: Well, I have known some parents that just let their children get away with murder—running out on the street late—and all of a sudden they hop on them and clamp down on them like that! That isn't too good. I think if you object to somebody doing something, you should tell them to start with, not have spells of it.

Mrs. Porter: That is what you call being consistent.

John: Yes, Ma'am.

Mrs. Porter: There is one question I would like to ask you. Do you think all the discipline we get from the time we begin to know anything about what we should do and what we shouldn't, comes from teachers and parents?

Robert: No, sometimes you go out with other boys and girls. They teach you stuff like that. They correct you, too. It wouldn't be from your teacher or parents.

Mrs. Porter: How do they do it?

Robert: If you are playing baseball, and you make a wrong play they can tell you about it. That is just an example.

Mrs. Porter: That is very interesting. That brings play into the range of discipline. What do you think about that?

Carol: I think eighth-graders should set an example for the little ones because they look up to us and they are going to try to follow in our footsteps. If we do something wrong, they will do it, and if their teacher asks them why, then they will say, "The eighth-graders do it."

Tom: There is a little child that lives fairly near to me. He's spoiled and he gets away with murder. When he came to kindergarten, he would fight with kids and everything every day. The teacher tried, but he was too far gone to be cured. He will learn the hard way.

Mrs. Porter: What finally happened to him?

Tom: He got quite a few spankings and that, but it still don't help.

Ed: Well, I got a little sister at home. She is two and she's got three brothers, and the youngest one is about nine years older than she is. We try not to spoil her, but we do. She yells, and we always give in to her. We want her to like us.

Carol: Eddy, I know your little sister. I have taken care of her, and your folks really do spoil her, but when I take care of her, she can just sit there and scream, I am not giving in to her.

John: I believe in giving the little kids some things they want. I don't agree with your point about having her like you, because when you spoil a child and she gets older, if you can't keep on giving her things, she will be resentful.

Carol: Maybe your sister now will think, "Eddy and Jimmie and Donnie will give me anything I want," but just wait until she gets older and goes to school. Then think about what is going to happen to her.

Jerry: I got a brother. He is in the third grade. Lot's of times he's really a good talker when he wants to go to the show or something. When Mom says, "No," he really talks her into it. He is an expert salesman.

Mrs. Porter: We are all taking down our back hair now. How do we really feel toward the people who do the disciplining?

Robert: Sometimes we feel awful. We think they are just the awfullest people. When we do something wrong, we can't see their point, but they are really helping us.

John: I have had a lot of people discipline me, and I think the time when they did the most good was when they were calm and contained and they knew what they were talking about. I have seen my dad so mad he was just about ready to spit fire at me.

Carol: My sister's very calm. She just nonchalantly walks up and slaps me across the face. And that's that.

Judy: Once in a while I get into trouble at school, and I resent it when the teacher hollers at me.

Mrs. Porter: Do I gather from that, that to accept discipline at all, you have to like the person that is giving it?

Tom: Not necessarily. Maybe some of your worst enemies may teach you something. Maybe you don't realize it at the time, but later on you think, "Who did I learn this from?" And you look back and realize this man or boy taught it to you.

John: I believe you don't necessarily have to like the person that is disciplining you, but you have to be able to believe that they know what they are talking about. You can't take discipline from somebody who turns around and does the same wrong thing himself.

Mrs. Porter: You are using the word "discipline" not to mean "punishment," I take it. Can you think of another term for discipline? Is it teaching? Is it a set of rules?

Carol: I think teaching is better than setting certain rules.

Jerry: I think rules spoil the children more than talking does. When you talk to a child, you put it in his head what you are trying to get over.

Mrs. Porter: It seems to me that in this word "discipline" we are getting pretty close to a big broad word which is "education." What do you think about that?

Stuart: Education has a lot to do with discipline. If there wasn't education, there would be very little discipline.

John: When you are being educated, you are learning the best things to do.

Carol: The more education and discipline you get, you are looking forward to world peace.

Mrs. Porter: I think we have come to some interesting conclusions, and I certainly wish that we could have more of these opinions expressed in older groups that I talk to sometimes.

THE ADULTS SAY—

Mr. Buchmueller: We need to consider the fact that discipline is a term used, from the very beginning of man, to mean some method by which one person or group of persons attempted to influence another person or group of persons to behave in ways that the first person thought desirable. As persons who have the responsibility for guiding the growth and development of children, it might be well to see what we mean by this term "disciplining ourselves." Let us consider also what are our purposes and goals in the use of discipline.

Miss Cornelius: Well, I wonder if something of what discipline is *not* would help us get started. One of my little six-year-olds was talking about a book entitled *Discipline* that his mother had asked me to send home. Another child in the group said, "What does that mean?" The first six-year-old answered, "It has something to do with being bad." (I mention this as a definition of what discipline is not.) Now from that statement in our first grade, we tried—on a six-year-old level—to develop a concept that "being bad" is only part of discipline, and tried to broaden the concept to include ways of behaving so it is more pleasant for people to live with us.

Miss Meyer: That reminds me of a story I heard this morning about a seven-year-old who evidently had had a similar experience. This child said in answer to the same question, "It's how you get along with other people." I thought that that was a remarkably astute observation for a youngster.

Mr. Buchmueller: Perhaps there are two things that are always inherent in any kind of behavior—that which goes on within the individual himself and that which is expressed in his behavior in relation to other people.

Mr. Byerly: We usually think of discipline as having to do with restraint. I think we should probably gain if we think of it as more efficient or effective use of time and energy, rather than restraint of energy. We think of a disciplined band or orchestra, and each member of it is more effective because they all are playing in unison; it isn't restraining anyone, it's giving more opportunity for each to express his artistry. Might not this be a concept to consider? Your thought about inner control seems to me important. Discipline should come from an inner source. If there were only outside controls, the personality would be thwarted constantly instead of being accentuated or developed.

Miss Debus: Teachers frequently say, "What can *I* do to get discipline?" That's an example of control coming in on the child. Should it not be, "How can I help this child develop into a self-controlled person?"

Mr. Buchmueller: There's something to that if we think of it in terms of a psychological development of the individual human being's earliest childhood. Part of the role of the adult is to use this force—the Freudian psychologists call it the "super ego"—this exertion of some influence on the part of the adult, whether teacher or parent. What the quality of that influence is, is the important thing.

Miss Lloyd: That takes us back to something you mentioned a while ago about the need for considering our goals and purposes. Doesn't this fit in nicely with the idea that we should discuss such matters in terms of the purposes of our own society? In other words, we should think of discipline in terms of "for what?" In a democratic society, we should be thinking of how we can help teachers and parents realize those things you mentioned a while ago. In working with parents and teachers of young children we often lose sight of that. We *do* have to have a restraint at the beginning, but as soon as each child is ready—and, of course, that varies—we can branch off into more self-direction and self-control. We have been very concerned about this in our nursery school programs: what kind of set-up, what kind of environment, will increase self-discipline and decrease restraint?

Miss Cornelius: I wonder too if this doesn't fit in with what Mr. Byerly said of the long view of discipline and of the inner control: not to lose sight of the fact that sometimes in children's growing toward maturity we have to allow for a certain release that to some eyes might appear as lack of discipline. We don't want a bottled-up individual, but one who in the long view has a chance to become well-balanced, trying to solve his own problems for himself.

Mr. Buchmueller: You are speaking, Miss Cornelius, of the need for all youngsters to express fairly freely their feeling in overt behavior.

Miss Cornelius: Yes, and we should try to help them to better ways of being aggressive in order that they may "get it off their chest."

Mr. Byerly: May I insert an idea here? I heartily agree with what you have said about giving youngsters opportunities to express themselves, but also they should have opportunities to make mistakes and profit by them. So often we try to shield them from taking the consequences, and thus we shield them from growing into mature persons. If we don't let them make some mistakes, how can they realize that improvement can be made and they are capable of making it?

Mr. Buchmueller: I think that's awfully important, Mr. Byerly. We tend, as educators, psychologists, social workers, or whatever our profession, to go from one extreme to the other. Perhaps we have been going to the extreme (not only professional people, but the public generally) of not thwarting the personality that is developing, and yet forgetting the fact that the need to learn control is a very grave one, and can be used as a constructive experience.

Miss Lloyd: Doesn't this idea imply that we are going to have to have a stronger parent and teacher educational program along this line? We want children to express themselves, but at the same time we don't want them to go too far. How are we going to help parents and teachers to know when to step in? How can they learn when a particular piece of behavior is wrong? When it is right? How far we can go? How far we can let a child go? Can he go as far in a group as he would individually? We are finding confusion in teachers as well as parents on that.

Miss Debus: Well, the size of the class . . .

Miss Lloyd: Yes, and the make-up of the particular group.

Mr. Buchmueller: This brings in the very real additional component of discipline. Sometimes in our "modern psychology" we tend to shy away from any use of authority at all, assuming that it is something bad. Isn't this your question, Miss Lloyd, "When is it necessary to use authority?" and I would emphasize again the *quality* of that authority. The size of the group, as you mentioned, Miss Debus, is one criterion. What are others?

Miss Meyer: I think Miss Lloyd said the make-up of the group.

Mr. Byerly: By that you mean the kind of background each youngster brings to the group. Certainly that is most important. But it is difficult to find a mean, an average, for a large group. I suppose a teacher needs ultimate wisdom to realize the kind of control she needs and when to exercise authority in a group situation.

Miss Lloyd: Yes, and another problem comes in there too—the needs of the individual child, of the particular child in question, and whether or not we can be so concerned about this one child that we ignore the needs of the group.

Mr. Buchmueller: There again I learned a great deal from one of the administrative staff of the St. Louis school system. We were discussing a boy with whom I had had a good deal of contact. As much as this administrator was interested in my analysis of the boy and some of the reasons for his difficulties, he repeatedly said, "But, look, we are responsible for this group of thirty-eight or forty or forty-two children in this room besides Jimmy, and we have to consider that as well as what this boy needs." I think there is a balance there that is difficult to maintain. You with classroom experience know a great deal more about it than I. In speaking of this conflict of concerns, is this another criterion—that authority must

be used when there is danger of real damage to any individual in a group? When I speak of damage I don't mean physical damage alone, although that is included too, but very real psychological damage.

Mr. Byerly: That is a very fine thought. Some persons are so solicitous about the welfare of youngsters that they won't let them make the mistakes they need to make in order to grow. We teachers frequently fall into the rut of over-solicitous care, and parents even more so.

Miss Lloyd: I agree with that 100 percent, but at the same time you have to consider the other child or the other children involved in the situation. We know that sometimes when one child is "giving it" to another, the second child may deserve what is coming to him, and this might be a case where you would not step in. That is why this whole thing is an evaluative process, and why it is so difficult to know when to step in. It varies all the time.

Miss Meyer: It requires a degree of self-discipline on the part of the teacher to know when *not* to discipline.

Miss Lloyd: For a long time I have used the principle of stepping in when a child was harming another person, either physically or emotionally. But I have another point that I would like to bring in here regarding the misuse of material or equipment. Let us take, for instance, the problem that we have at home of children jumping up and down on the couch, or at school of children climbing on the desk. Is this the time that a guidance person would step in and help a child understand that this piece of equipment is not for that purpose, perhaps saying, "If you want to climb, you may use this old chair, or you may use these boxes"? Thus we bring in a legitimate substitute, but at the same time help the child to learn that there are certain things that we do not do with certain pieces of equipment. In other words, there is a proper use of equipment, and there is a definite misuse. I believe in freedom up to a point, and I think in the school room where the environment is set up primarily for children, that we certainly ought to have very few things that can't be used freely by the children. But at the same time, isn't it valuable perhaps to have something in the environment that, in a sense, puts in this restraint that we are talking about?

Miss Debus: Well, is freedom doing what we please?

Miss Lloyd: There you are.

Mr. Buchmueller: Freedom, in other words, does not necessarily mean license.

Miss Lloyd: That's right.

Mr. Byerly: Our philosophy to a certain extent in this country has been to emphasize independence and individual initiative and that "go-getting" spirit, which I think has gone beyond the optimum point of usefulness in the world. We now need to emphasize the cooperative aspect of life without losing the importance of the individual in that scheme. I think that we need to educate the public—particularly editors, novelists, and all others dealing with communication—to understand that our national emphasis on competition needs to be changed. I feel that big business, as represented in some of the popular magazines, always plays up the big shots who make everything move to their will. Exaggeration of the super-individual is indigenous of our culture, our plan of thinking; we need to put up some counter-balancing which shows the importance of cooperation, as well as the individual drive that a person needs to have.

Miss Cornelius: I certainly agree that e don't develop the cooperative as- ect enough, but I am thinking back to ome of the things that we said previous- . I am wondering what are the impli- ations of cooperation (or common oals) in these statements. I am wonder- ng even if we can make an absolute bout any such thing, as jumping on a ouch.

Miss Lloyd: I think you are right on at. I didn't mean to imply that, be- ause in a situation like that it would e up to you—whether you are the arent or the teacher—to help the child nderstand that you know how he feels bout it, that you know he wants to mp, that he *needs* to jump—

Mr. Buchmueller: That's important.

Miss Lloyd: —and it is perfectly all ght for him to jump, but this isn't what e jump on, although we may jump on omething else. Is that what you meant?

Miss Cornelius: If the couch belonged everyone equally as much, we'd have feeling and understanding about it and e could go on from there. I hesitate to ay that there would never be a case here you could legitimately jump on a ouch, but I am thinking in general of bsolutes versus flexibility, cooperative ecisions, and self-discipline.

Mr. Buchmueller: All this is only ymbolization of a basic idea: of regard or material things in their proper place. One of the things you mentioned a inute ago, Miss Lloyd, is so very basic hat I want to emphasize it. We must omehow or other let the individual now that at least we try to understand ow he feels—how he feels when he vants to jump on a couch, or how he feels hen he wants to hit the other kid over he head for that matter. We get that dea across mainly by our behavior. At he same time we must help him realize that, though we know how he feels about it, this is something that we just can't allow him to do.

Miss Debus: One thing that concerns me is the fact that for the most part we discipline not so much to help the child grow into a self-controlled person, as because his action has disturbed us. I have noticed that many times we overlook small disturbances which frequently build up into a really serious situation—*then* we "whoop" right into it. Parents frequently do that. They allow the child freedom until he disturbs *them*.

Mr. Buchmueller: Let's say we human beings do that. Isn't that true?

Mr. Byerly: Sometimes you have a youngster behaving to please the teacher, but he isn't behaving because it is the thing to do or because he gets any satisfaction out of it; he does it because it is the only way to get the teacher to smile or give approval, and that's worth working for!

Miss Debus: Many times a quiet room which seemingly is a well-disciplined room has no discipline at all; it has fear, or trying to please the teacher.

Miss Lloyd: And as soon as the teacher walks out of the room, then see what happens. Then we know whether it is disciplined by outside restraint or self-restraint.

Mr. Byerly: I'd like to inject a question here. Just what kind of approbation or approval should we give to youngsters who have not transgressed when tempted? It seems to me that there shouldn't be any reward whatsoever, except maybe a smile of approval or a nod of understanding, or just the feeling flowing between the two individuals. The youngster is doing what is expected of any good citizen, and to do what is expected should not merit any reward.

Mr. Buchmueller: Am I wrong in my

impression that there are still quite a number of classrooms in school systems throughout the country today where a gold star or something of that sort is being used?

Miss Lloyd: You are absolutely right!

Miss Cornelius: And report cards!

Miss Meyer: But it isn't only in the school system, it's in our society at large.

Miss Meyer: You find this sort of thing: service clubs sponsoring athletic teams find it necessary to award loving cups and gold medals, instead of making the fun of the game reason enough for playing.

Miss Cornelius: And when we get to the universities, we are not beyond awards. We still get certain recognition.

Mr. Buchmueller: Exactly.

Miss Debus: There should be some recognition. We spend so much more time with youngsters who have problems and so little with those who are self-disciplined. I like to give jobs to those who have shown that they can take responsibility. That might be an award.

Mr. Buchmueller: I think that wouldn't be an award. There is a certain relationship between action and consequence inherent in all behavior. Giving additional responsibility as a result of proper handling of previous responsibility illustrates this. Let's see if we can't develop a "system of behavior" (as formal as that sounds—horribly so) more fitting and more realistic than the false one of awards and punishments. This is easier for us to say here than to carry out. I wonder how many of these things we are talking about are actually capable of being practiced. I think they are, but don't we fall very short of doing so most of the time?

Miss Lloyd: Have we given this a really fair chance in school? So often we say, "Well, why should we do this particular thing in school since we find the reverse when we get outside?" On this matter of awards, certainly we have awards in our society, but would it be possible to raise a few generations through our schools not expecting awards? I wonder what would happen. Would they go out and be able to change the complexion of society because they had come through a period of years without a competitive program? I wonder.

Miss Cornelius: Don't certain civilizations show us that the desire for awards is largely dependent upon the cultural pattern? There are some cultural groups in which awards are at a minimum.

Mr. Byerly: You wouldn't put ours in that category, would you?

Miss Cornelius: No.

Mr. Byerly: Our society seems to be built on competition, with awards right there in front of every individual who is striving for them. I don't know whether we are going to change it very fast.

Miss Lloyd: Well, I said several generations.

Mr. Byerly: I think our problem is to have mature teachers before we can hope to have youngsters showing such maturity. And we need mature parents, too. Of course, that's a long process, as you say. But we can improve . . . if we felt so discouraged that we saw no chance, we might as well close up our schools, go home, and go fishing.

Mr. Buchmueller: Maybe this is just my eternal optimism coming out again. I think that we might as well go home and go fishing, except that—*change is possible.*

GROWTH into maturity requires growth into self-confidence.—HARRY OVERSTREET in *The Mature Mind.*

By CELIA BURNS STENDLER

Climates for Self-Discipline

Three kinds of climate are important to encouraging self-discipline among children—a moral climate, a democratic climate, and one which is emotionally satisfying. Teachers can do much to set up these desirable climates in the classroom, says Celia Burns Stendler. Mrs. Stendler is on the staff of the Bureau of Research and Service, College of Education, University of Illinois, Urbana.

A DEMOCRATIC SOCIETY DEMANDS SELF-disciplined citizens. Furthermore, these citizens should discipline themselves in terms of democratic values. The home, the school, the church, the community, as the socializing agencies in our society, have the responsibility for guiding children's development in such a way that the younger generation is gradually prepared to take over the job of self-guidance.

We are concerned in this article with what the classroom teacher can do to help produce self-disciplined citizens. Research studies have indicated that the emotional tone or climate of the classroom can influence the kind of behavior that goes on in the classroom. The teacher exerts a tremendous influence on this climate. What kinds of climate she should encourage in the interests of self-disciplined children are discussed here.

A *Moral Climate*

A moral climate implies, in particular, respect for and acceptance of each and every individual in the classroom.

While it is easy to pay lip service to "respect for each and every individual" it is harder to carry this out in practice. Teachers are human beings. In the process of growing up, they have acquired attitudes toward certain kinds of behavior which make them react positively or negatively, to a greater or lesser degree, to the behavior of people.

Some teachers find it very difficult to accept the bullying child. Some reject the aggressive child, the over-dependent child, or the runny-nosed child. Some accept, but over-react to, the shy, timorous pupil.

The clue we can watch for is the emotional tone of our reaction. When we find that a particular kind of behavior is affecting us out of proportion to its actual importance, we can look to ourselves to see why.

What can we do about it? Some teachers have helped themselves as they have gained insight into the problem. One teacher puts it this way:

> "Betty used to irritate me terribly and I could never understand why. She's the kind of child who drives you crazy with questions —always asking should she write with pencil or with ink, skip two lines or one, leave margins on both sides or none. She was so clingy I was always tempted to give her a good push to make her stand on her own feet. But the more I showed my irritation at her clinginess, the worse she got.
>
> "Now I've come to see why I reacted so to her. I was put on my own pretty early in life—big family, was a wage-earner at ten, bought my own clothes and made my own decisions when I wasn't much older than Betty. I guess I reacted so violently because I didn't have enough chances to be dependent and clingy."

When teachers acquire insight into the reasons for emotional reactions to certain kinds of behavior, then they are in a better position to accept and respect each individual child. Children are no longer punished because they disturb the teacher's emotional Achilles heel.

But what does acceptance of and respect for each individual child have to do with children's becoming self-disciplined? Psychologists point out that for children to take within themselves the values we are trying to teach them they must feel themselves liked and accepted by the teacher.

When a group of children in St. Louis met with a counselor to discuss discipline, one child said, "Children sometimes think, 'She don't like me. I don't care.' So you just do it again and again." Children are much more likely to adopt the kind of behavior of which adults approve when they like the adult and feel that the adult likes them.

A Democratic Climate

If we accept democracy in the full sense of the word, then it is impossible to make a distinction between a democratic and a moral climate. They are separated here only to give emphasis to different meanings of democracy. Here we will examine the meaning of a democratic climate in terms of participation by the children.

There have been widely varying applications of the principle that the classroom should be democratic. In some schools it has led to much meaningless voting. Actually, where the democratic process is at work, most problems can be settled by consensus and the number of situations necessitating a vote is extremely limited.

Another narrow application of the democratic principle is evidenced in classrooms where an attempt is made to organize the group along the lines of a club or a city government. A president or mayor and other dignitaries are elected and the class holds meetings observing parliamentary procedure. The error here is in mistaking form and process for genuine participation, and in failing to see that parliamentary procedure is ill-suited to the developmental level of elementary-school children.

A democratic climate in terms of participation by children should mean involvement by the group in many important decisions affecting the welfare of all. Thus decisions regarding classroom order, certain aspects of curriculum, relations with other classroom groups, and management of school routines, can be made by children.

Where children are only called upon to make decisions regarding what should be done with Johnny for disturbing the classroom (when it's really teacher who is disturbed) or what to do about waste paper on the school grounds, the process becomes meaningless. Here are some examples of problems for which a resolution was reached by the children:

How to get ready to go home for lunch and in the afternoon without having to line up.

What questions to find answers to in connection with a study of housing.

How to solve the problem of who uses playground equipment when.

What kind of school assemblies should there be?

Important problems that give children dignity and contribute to their feeling of self-respect and grown-upness are the ones that will be raised for solution in the truly democratic classroom.

But what does a democratic climate have to do with self-discipline? Pioneer studies in group climate, studies of group reaction to three types of experimentally created climate, have helped to answer this question. The three types of climate set up were laissez-faire, authoritarian, and democratic. Group morale was found to be markedly better in the democratic group.

Work came to a standstill or horseplay predominated when the autocratic

r laissez-faire leaders were out of the oom, whereas in the democratic group, ne children continued to work, to act as elf-disciplined group members. When oungsters have a chance to help in for- nulating goals and when there are eval- ation sessions where they are helped to ee themselves in relationship to their oals, progress toward self-discipline is iade.

motionally Satisfying

So much has been written in recent ears on the subject of meeting children's motional needs that no detailed discus- ion of this principle will be presented ere. Experienced teachers realize that nildren whose needs are not met cannot e self-disciplined. The rejected child, ne over-protected child, the under- alued child, the over-valued child—all ill find it difficult to discipline them- elves. While no assumption is made iat the schools can remake damaged ersonalities single-handed, nevertheless eachers can help disturbed children to ome extent by their wholehearted ac- eptance of the child and by making him eel that he amounts to something.

In addition to a need for affection, or belonging, for adequacy, children lso need limits. The St. Louis children n discussing the subject of discipline ut it this way:

"When you are a little boy or girl you on't know right from wrong very much. omeone should correct you, either your arents or your teacher. If they don't then ou keep on doing the wrong thing. Some- me you are going to have to find out the ard way."

"There is a little child that lives fairly near to me. He's spoiled and he gets away with murder. When he came to kindergarten, he would fight with kids and everything every day. The teacher tried, but he was too far gone to be cured. He will have to learn the hard way."

Children like and need a definiteness and a consistency in adults. This is true with regard not only to behavior but also to classroom activities. Yet so often teachers are afraid of imposing their wills upon children. The following episode took place in a kindergarten:

Teacher: I'm going to give each of you a piece of paper and you may paint.
Tom: Do I *have* to paint?
Teacher: Don't you think it would be fun?
Tom: But do I *have* to?
Teacher: I think it would be nice to have a picture to take home, don't you?
Tom: Yes, but do you want me to?

This dialogue illustrates the dilemma of the teacher who feels she mustn't impose her will upon a child. It also illustrates the dilemma of the child who is seeking clarification of the situation, who is trying to find out whether or not this situation is one where he has a choice, yet he cannot get the teacher to commit herself either way. If the kindergarten teacher wants Johnny to paint a picture (and she may have a very legitimate reason for so doing) then she ought to tell him so, without trying to pretend that he has a choice in the matter.

These, then, are some of the climates that make for self-discipline. Actually, they are climates that foster good adjustment, for well-adjusted children are self-disciplined children.

OD GRANTS LIBERTY ONLY TO THOSE WHO LOVE IT, AND are always ready to guard and defend it.—DANIEL WEBSTER.

TOWARD

We can grow where there is

- Time for giving directions as well as taking
- Time for making choices
- Time for helping others
- Time for being ourselves
- Time for being on our own
- Time for accepting responsibility
- Time for carrying out our plans.

We hope to have

- Materials to choose from
- Materials through which we can get out our feelings
- Materials to share
- Materials for you and materials for me
- Materials we can handle and materials that are handy.

MATURITY

We will need

Space in the day for planning together

Space in the room for working together

Space for moving about

Space in minds and hearts for self respect

Space for just being together.

We will begin to understand ourselves and our friends.

We will belong to a group.

We will belong to ourselves.

We will be making a start toward more mature selves.

We will be self-starters.

Photographs from St. Louis Public Schools

BECOMING "SELF-STARTERS"

Discipline for freedom must come from within the individual. That's why it is important that all of us learn to be self-starters. Examples of how children grow in their ability to initiate cooperation, understanding, and discipline are related by: Ruth Dolton Tomlinson, first-grade teacher, Oak Lane Country Day School, Philadelphia; Neva M. Ross, supervising teacher, Northwest Missouri State College, Maryville; Afton Nance, consultant in elementary education, California State Department of Education, Sacramento; Marion Nesbitt, teacher, Maury School, Richmond, Virginia; and Marion K. Wood, director, Oak Park and River Forest Day Nursery, Oak Park, Illinois.

. . . When Teachers Guide

By RUTH DOLTON TOMLINSON

IT IS EASY FOR A TEACHER TO ORGANIZE a play or a party and arbitrarily say who is to do each job. It is even easy, sometimes, to enforce the needed discipline. But when children do their own planning and set their own tasks, teacher guidance is substituted for teacher discipline.

Last spring my first grade planned a party and a play for their parents. While we were making the arrangements I asked, "Who shall pass the cookies?" and pandemonium seemed to break loose.

"I will," "I will," "I will," called out all the children.

"Mrs. T., let me."

"Oh, Mrs. T., please let me."

"I want to do it because I know how to serve at parties."

"So do I. My mother let's me at home."

"Shall we decide to have everyone serve who wants to?" I asked.

The children sensed the lack of practicality in that and laughingly said, "No-o-o, that's too many."

Mary said, "I think we should let Joel and Jo serve the cookies if we're going to celebrate Joel's mother's birthday and Jo's brother's birthday."

But someone else interrupted, "No, I don't want to do it that way. Why can't we make a list of all the jobs and see how many people we need?"

"I know how many people we need, Jane," said another child. "Cookies and punch are only two things to be served."

"But it would take too long for just two children to serve all of us and our mothers," others chorused.

And then Joel suggested, "Well, since we put the cookies on two trays, why don't just Jo and me serve the cookies? Only I think Jo should be first because her brother is little and you know my mother is big."

"Yes, yes," agreed everyone.

Then Shelly asked, "Shall I tell my mother to come right in our room?"

Immediately there was a difference of opinion.

"Oh no, because she'd see us in our costumes."

"But my mother knows I'm gonna wear her shoulder bag for a mailbag."

"I know, Joel, but we don't want them to see us till we're really on the stage. We should tell our mothers to go to the Little Theatre first."

"But then she won't know to come up here afterward for the party."

"We could make a program, Gilbert,

like they have at the children's concerts," suggested Clarissa.

"Yes," chorused the children. They thought Clarissa's idea was wonderful.

More ideas were discussed, the children wrote and rehearsed the play—and finally came the performance itself. There was one brief moment as the curtain parted when I held my breath. Behind scenes a tussle between Bruce and Chipper seemed imminent.

"Push back! Push back!" Bruce suited action to his words.

"Don't do that." Chipper pushed forward. "You'll crush my wings."

"I have to." Bruce pushed back again. "They see us."

"Be quiet," Suzanne snapped. "Our mothers won't be able to hear the play."

David interceded, "Here, Chipper, hold your wings out on the side like this. Then they won't get crushed and Bruce can move back." The children had solved their problem!

The actors already on stage were concentrating just as much on trying to locate their mommies in the audience as they were on singing their song. I held my breath again. Suddenly Ellen assumed the role of director. With frowns, motions, smiles, and an occasional tug she kept the group in order. The play went off smoothly and so did the party which followed it.

Because the children were doing something which was important to them and which they understood completely, they were able to discipline themselves.

. . . When Children Take Responsibility

By NEVA M. ROSS

THE DESIRE TO TAKE ON RESPONSIBILITIES commensurate with growing strengths and skills and to persist and endure until the job is finished is certainly an aspect of maturity.

For Community Action

It has been the policy of our school to transport our preschool and elementary-school children by bus four times each day to and from school. Each year there is great stress put upon the teachers and children to build up a good workable safety program for this particular problem.

This year we had had several near-tragic accidents to children as the smaller ones got off the bus and crossed the streets to reach the safety of their own yards. The children were becoming afraid and the teachers were alarmed at the carelessness of the drivers of the cars who failed to stop as the school buses unloaded.

All the teachers and the children had talked together, set up procedures, talked about it at parents' meetings, and written an article for the newspaper. However, the results of our campaign were not very successful.

Then one day the student council of the primary grades, whose chairman was a first-grader, met and as they discussed the problem, a small child asked, "Who can make people stop for the school bus as it loads and unloads children?"

They finally arrived at the answer that somehow it must be the job of the police force and perhaps the mayor might help. The student council decided to make an

appeal to the mayor for the safety of the school children in our city. Each room was asked to make suggestions to its own council members.

From the suggestions made by the children, a letter in the form of a petition was written to the mayor and the city council. The student council went in a body to present the petition and talk with the mayor about the safety program for children in our city.

The mayor and the city council were much impressed. They looked into the laws regarding bus regulations. They put on a publicity campaign in the local newspapers. The public was told what the laws were, how the people should cooperate, and the penalty that would follow if they did not heed the warnings.

The children were also made duly aware of their obligations to obey certain laws. This plan brought about some much desired results. It created a truly democratic problem-solving, learning situation for both children and adults.

For Making Decisions

Everyone in the second-grade group was busy except Mary. Mary was trying very hard to choose some activity and become a participating member of the group. Again and again, Mary's interest lagged. Then Mary was gone from the group. After some ten or fifteen minutes, Mary returned. As she skipped up to me, I noticed the smile on her face and the satisfying glow in her eyes.

"Did you miss me?" she inquired.

"Oh, yes!" I answered.

"You know, I've been to the first-grade room. I was naughty to some of the first-grade children as we rode on the bus this morning. I thought it was fun but when I came into our room, I just couldn't work. When you asked me if you could help me, I just knew I had to go and tell those children in the first grade that I was sorry. So I went. They were glad to see me and now we're all happy again. Miss Ross, I feel so good and I love you. May I help paint the signs for our cafeteria?"

"Yes, you may," I answered and away skipped Mary.

The first-grade teacher told me later what an impressive learning situation this was as Mary came into the room and asked for permission to speak to the first grade. Together they expressed ideas that were most helpful in learning how to become better friends and in learning how to keep their friendships.

This ability to make one's own decisions is a most important aspect of maturity.

For Getting Along With Others

For several months I had been searching for some way by which I might particularly help one little seven-year-old girl. She needed to learn to use her leadership ability in the group in a much more effective way. There was also the need to help the group realize ways in which they might discipline the actions of this little girl. Everyone in the group desired Ann's friendship. They even vied for it many times. Almost every day they were made very unhappy by the means Ann used to maintain her leadership of the group.

Ann had been absent from school for four weeks with scarlet fever. The children had remarked several times about how much better everyone seemed to get along together when Ann was gone. They had mentioned how they hoped that she would be different when she returned to school.

Then one day, after her return, something happened. I was sitting at my desk as the various groups of children were

working about the room when I heard Bill in a very determined tone, say, "Ann, you just can't do that any more."

"Do what?" asked Ann.

"Oh, you know," said Bill, "always causing trouble, always trying to get your way, always telling everyone what to do." Then other voices chimed in making complaints.

Ann looked a bit surprised, but her voice did not betray her emotion as she said, "Oh, I do not. You're just jealous, Bill." Then the accusations began to come from more and more children who had been gathering around Ann's group.

Then Jim said, "Let's show Ann just how she acts." And there before my eyes I saw children do the best role-playing of a situation that I have ever witnessed. Ann watched intently and when the children had finished, she seemed rather dazed but in a choking voice she said, "So that means that you don't want me to come back to this school any more. You don't like me or need me. What will I do?"

There was silence as Ann laid her head down on the desk. Then one by one, the children answered, "No, that isn't it. We want you, but we don't like what happens when you act the way you do."

Then I stepped into the group. We started talking about the many ways in which Ann had helped the group and together we formulated a better set of standards for group and individual action than we had ever made before. Throughout the year this experience helped us to learn how to accept ourselves and how to accept others, no matter what imperfections each had. Learning to be tolerant and cooperative are two big aspects of maturity.

. . . When Children Find Solutions

By AFTON NANCE

"I TELL YOU, IT'S NO FUN! DO WE have to play fighting *all* the time? Weren't the pioneers and the Indians ever friends?"

The fifth grade had been studying pioneer life. The children had built a half-face camp of mud and the branches of trees which they had gathered themselves. For several days the play period had stopped early because quarrels which had originally been between the followers of Daniel Boone and the Indians had become quarrels between Allen and Manuel, Joe and Peter.

The group in talking over the situation made the remark that fighting all the time was "no fun."

The teacher said, "What about it? Tommy wants to know if the pioneers and the Indians were ever on friendly terms."

Carmen said, "I think I saw a picture" —and research to find out what the picture said was launched.

The group found incidents and pictures in their books which showed that Indians and pioneers "just must have gotten along." One child remarked, "The books don't tell us as much about that as about the times they fought."

Before the next play period the group made some plans. They listed ways they might play which would be "true, but not fighting."

How Indians and Pioneers Helped Each Other

Indians were guides for pioneers.
Pioneers were adopted by Indians and lived with them for many years.
Indians showed the pioneers how they lived in the wilderness—
What they ate
How they hunted
How they protected themselves in winter.
Pioneers learned stories from the Indians and retold these stories to early settlers.
Indians and pioneers traded skins for cloth and other things.
Friendly Indians sometimes warned the pioneers of danger from other Indians.

Peter said, "Looks to me as if the Indians helped the pioneers more than the pioneers helped the Indians."

Manual replied, "They knew more about the country, so they could."

"Let's use these ideas today and not have any fighting for a change," said Allen.

"You mean all the time, or just today?" asked Joe.

"Oh, I mean just today," explained Allen.

On that basis the play went on. Several days later a child remarked during the planning period:

"We have more fun and longer play periods since the pioneers and Indians don't fight any more."

The Case of Two Johns

John was seven. Visiting in his home was another John, a ten-year-old Hopi Indian boy. The visit had been arranged through the American Friends Service Committee.

Early one morning, Tommy, from around the corner, came in to play. He saw the two Johns through the window of the breakfast room. The following conversation was overheard.

Tommy: "Who's that?"

John: "That's Johnny Mark and he is a Hopi Indian boy."

Tommy: "He is not. He's a nigger."

John: (firmly, but with patience) "Tommy, you know we never say that word. We talked about that before. It doesn't make any difference if you're black, or brown, or yellow or—or—pink and you can't play with us if you are going to talk like that."

Tommy: "Aww—John, I didn't mean anything. I want to play. I didn't mean it. Let me play."

The three boys played happily all morning.

. . . When the "Different" Child Is Accepted

By MARION NESBITT

LAST YEAR WENDELL WAS EIGHT YEARS old—redhaired, blue-eyed, highly intelligent, beautifully and compactly built from line of cheek to sturdy feet. His vitality was and is amazing. Someone in the school once said that living with Wendell was like living with a jet plane. He never appeared to be still.

He seemed to react to every stimulus at one and the same time. He darted, he pounced, he fell, he skated, he ran—he was never seen to walk. In the hallways he was an airplane zooming, a car skidding, a truck thundering by. He danced jigs in the cafeteria lines, he blew milk in children's faces at the lunch table. He poked, he pushed, he bopped children whenever and wherever he

passed them — and all this seemingly without rancor, without malice but with merriment in his eyes and a laugh on his lips.

Wendell was well-known throughout the school and looked upon with mixed emotions. The children never chose him for anything. Visitors' eyes were drawn to him as a magnet. It was thought by some who knew him well that he would in time become an excellent reader if his attention could once be caught.

When on rare occasions he was still long enough to speak or listen to quiet words, he was found to be trusting, loving, and most desirous of praise. The year passed. Many days were devastating to all who came in contact with him and—many days were hopeful.

Now Wendell is nine. He is with the same group of children, the same teacher. His vitality is still amazing, his laugh still rings out—easy, bubbling, free.

Last week he went into the library alone to select some science books for the classroom library. There was no librarian or anyone else in the room when he was there. At the end of a half-hour he was still buried in books, scarcely noticing anyone. The class thought he had made excellent selections. He has been chosen twice this week to be the captain of the kickball game.

The special teacher of art asked him to help her arrange an exhibit in the lower hall. She wants him to help her now every time the exhibit is changed. Yesterday he volunteered to letter a large chart announcing the presence of visitors in the cafeteria for lunch. The large lettering required patient practice before it was found acceptable to him and to the group.

Today Barbara asked for her favorite story, "Snow White and Rose Red." When the part in the story was reached where the two little girls for the third time helped the angry, rude dwarf, Jerry remarked that he wouldn't have helped him. A discussion ensued as to why the girls were so willing to help anyone so mean. The discussion ended by tacit consent when Wendell remarked, "They helped him not because he was good but because they were good."

. . When the Very Young Begin to Grow

By MARION K. WOOD

NO BETTER PLACE COULD BE FOUND FOR "Self-Starters" than in an all-day nursery school, where children learn the many things involved in group living on a larger scale than the ordinary family. These learnings will serve him to advantage in future living but at the time are serious hazards to his individuality. He is plunged into being one of many instead of the precious one and only. Come what may he "must grow up" and we hope it will be a happy and satisfying experience.

Let us follow the adjustment of Carol who entered the nursery at the age of two years and four months. She is a pretty, curly-haired, round-faced child.

During the first few hours of her first day she was shy, hiding her face in her mother's lap when adults approached her. She stayed close to her mother watching the children at play near them.

She refused the doll Dianne offered her but she did stand near her and was interested in the play. Her mother moved over to the window; when Carol discovered this she ran to her and clutched her dress and did not leave her mother again.

She refused her juice, protested against washing and toileting. At the lunch table she ate very little and only when her mother fed her. Her mother said she did not feed herself at home and was a poor eater. Carol left the table and hid behind her mother's chair. She seemed relieved when it was time to go home.

The second day Carol's mother brought her and was to leave her for two hours. We were prepared for the trouble which ensued. The mother stayed a few minutes, becoming nervous and a little cross with the child. She insisted upon leaving. Carol, screaming and refusing to let the teacher comfort her, ran to the room door and tried to get out.

The teacher held her for a while and then said, "You sit on this little chair and wait for Mommie." Still crying she sat on the chair. She stopped now and then to watch the children. The only way to get her to move was to pick her up, chair and all. She resisted the routines so it seemed better to let them go until she was ready to comply in part. Result was she wet her panties. She did not protest when the teacher put dry ones on her. When her mother came to get her she cried loudly and clung to her.

Because Carol's mother had to go back to her work on the third day, she had to leave Carol in the nursery for the full day. Then followed hectic times.

A very carefully planned daily procedure was followed to help the child become more confident of us and the activities of our program. She needed to feel safe and secure and gradually move toward independence. For weeks she put up with us. Her crying lessened but she didn't appear to enjoy life with us. She did not cry when she was left, but invariably cried when her mother came to get her. It took weeks of patient, careful handling, and most of the time of one teacher.

Much was accomplished by having at hand her favorite toy, a small doll buggy. She took it everywhere with her.

Gradually she accepted the routines as she learned the fun of doing things "all by myself." She especially enjoys washing herself and learned to get and put away her wash cloth and towel on the hook by her "Red Birdie" picture.

At the age of three she is one of the happiest children in the group. She comes in early in the morning and always says, "Hi, where's Kids?" She responds to inspection but is impatient to play. She explores the possibilities of everything in sight. She is quite daring in her use of the playground apparatus, which she feared very much at first.

She is eager to go to the table at lunch time. She feeds herself and eats small amounts of all foods served. She proudly shows her empty plate to everyone.

One day we saw her in the bathroom helping a new, smaller child with the toilet routine. She has shown several big sister efforts. She is very much interested in dressing herself and helping to make her bed.

These so-called simple learnings may seem insignificant, but to a small, insecure, frightened child they are tremendous hurdles which must be overcome if one is to become a useful member of his group and to derive the self-satisfactions one must have in order to move on toward the next level of maturity.

The Association for Childhood Education International

invites you to attend the

1951 Study Conference

March 26-30—Seattle, Washington

Theme: "Living with Children in Today's World"

Place

Headquarters, Olympic Hotel.
General sessions, study groups and other features in hotels and churches.

Registration

Non-members as well as members are invited to attend the conference. Early registration by mail reserves for you a place in the study group of your choice. Use form on next page and enclose your check or money order.

Pre-conference registration by mail, January 1-March 1:	$8
Undergraduate Student:	$4
Late registration in Seattle, March 25-27 . . . . . :	$9
Undergraduate Student:	$4.50

When your registration form and check are received at Washington headquarters, a receipt, a list of study groups and news of other conference events will be sent to you.

You will check your first, second and third choices of study groups and return list to Washington headquarters.

On arrival in Seattle you will present your receipt at the conference registration desk, Olympic Hotel, and receive:

Official badge—admits you to all events except study groups.
Study group ticket.
Official program and working materials.
(Conference report will be mailed before May 15.)

Late registrants—Those who wait to register in Seattle cannot be assured of enrollment in a particular study group.

Refunds

Those registering but unable to attend the conference may receive a refund of $7 (to undergraduate students $3.50), by sending *Official Receipt* to headquarters in Washington *before* June 1. Refunds cannot be made after the close of fiscal year.

This section of Childhood Education has been so planned that it can be detached without disturbing the rest of the magazine. Those wishing to register for the conference should use the registration form on page two. Those wishing hotel accommodations should use the form on page two and mail it directly to the Hotel Association in Seattle.

PRE-CONFERENCE REGISTRATION BY MAIL

ACEI Study Conference—March 26-30, 1951—Seattle, Washington

Miss
Mr.
Mrs. .....

(Surname first)

Street Address ..... City and State .....

I plan to attend the ACEI Study Conference. Enclosed is my check for $ .....

Registration fee $8 ☐ (Prior to March 1, 1951)

Registration fee for Undergraduate Student* $4 ☐ (Prior to March 1, 1951)

*Undergraduate Student, please give name of school .....

Check only ONE item—membership status:

☐ ACEI Life Member ☐ ACEI Committee Member ☐ Non-Member
☐ International Member ☐ ACE Branch Member
☐ ACE Branch Delegate, please give name of branch .....

Check only ONE item—professional status:

☐ Nursery ☐ Principal ☐ Undergraduate Student
☐ Kindergarten ☐ Supervisor ☐ Parent
☐ Primary ☐ Superintendent ☐ Community Worker
☐ Intermediate ☐ Faculty Member ☐ (Other) .....

Send to:

Association for Childhood Education International, 1200 15th St., N. W., Washington 5, D. C.

CLIP AND MAIL TO ACEI, WASHINGTON 5, D. C.

REQUEST FOR HOTEL ACCOMMODATIONS

Mail to: Mr. A. J. Barash, Seattle Hotel Association, 315 Seneca Street, Seattle, Washington

Miss
Mr.
Mrs. .....

(Please print)

Street Address ..... City and State .....

.....

Type of accommodations (with or without bath, double bed, twin beds or dormitory)

....

Number of persons to be accommodated

.....

.....

Names of additional persons (please print)

....

Date of arrival Hour Date of departure

Hotel preferred ..... 2nd choice ..... 3rd choice .....

(Please refer to hotels and rates on opposite page)

ACEI Study Conference, Seattle, Washington, March 26-30, 1951

MR. A. J. BARASH, SEATTLE HOTEL ASSOCIATION, 315 SENECA STREET, SEATTLE, WASHINGTON

Adventure Room

The Olympic Bowl and near-by rooms will serve as the Adventure Room of the Study Conference and will be open to registrants throughout the conference week. This room will contain the Document Alcove, the Branch Publications Alcove and materials gathered by some ACEI committees. All will invite the use of your notebook. It will also contain the Functional Display of materials which have been approved by committees for listing in the Association's publications. Comfortable chairs in the Adventure Room will suggest leisurely visits with friends.

Excursions

On Tuesday and Wednesday afternoons some of the registrants may wish to enjoy excursions to points of interest in or near the city. On Friday all-day and half-day trips will be offered to such places as:

Mountaineer Ski Grounds at Snoqualmie Pass
Boat trips to the largest locks in the world
Pike Place Markets
Issaquah Fish Hatchery
Victoria, British Columbia

Procedure on Items of New Business

Delegates are invited to present items of new business at the general session on Thursday morning, March 29. To insure the best use of limited time and to aid in arriving at wise decisions, the Executive Board asks that items of new business be given in writing to some member of the Executive Board before March 24, or at least twenty-four hours before the general session referred to above.

School Visiting

Because of spring vacations and the wish of Seattle teachers to attend the ACEI conference, Seattle public schools will not be in session. However, those wishing to visit interesting school buildings of various types may do so on Tuesday and Wednesday afternoons. Those wishing to make such visits are asked to register at the Information Desk.

Study Groups

A list of study groups will be mailed to you with your registration receipt. To insure enrollment in the group of your first, second or third choice, you will need to return this form at once since membership in each group is limited. Study groups will be open only to those who register for the complete conference.

Housing

Hotels and rates are listed below. Use the form at the bottom of page two. The number of single rooms is limited. Where possible it is requested that rooms be occupied by two or more persons.

Hotels	*Per Person* *Single*	*Double*	*Hotels, Cont.*	*Per Person* *Single*	*Double*
Benjamin Franklin	$6	$3.50 to 5.25	Moore	$2.50 to 4	$2 to 3.25
Camlin	6 to 7	4 to 4.50	New Washington	5 to 10	3.50 to 6.25
Earl	3	2 to 2.50	Olympic	4.50 to 9	3.25 to 6
Exeter		3.25	Roosevelt	5	3.25 to 4
Gowman	4 to 5	2.50 to 5	Stratford	4	2.50
Hungerford	4	2.50 to 3.50	Vance	3.50 to 5	2.25 to 6
Mayflower	5	3.25 to 4	Waldorf	3 to 4.50	2.25 to 3.75

Student groups wishing dormitory accommodations in hotels should write for special information to: Mr. A. J. Barash, Seattle Hotel Association, 315 Seneca Street, Seattle, Washington.

Those wishing to make reservations at the auto courts may write directly to: The Washington Motor Hotel Association, Inc., 1210 American Building, Seattle 4, Washington.

TENTATIVE SCHEDULE—1951 ACEI STUDY CONFERENCE

March 26-30 ★ Seattle, Washington ★ Headquarters: Olympic Hotel

Conference Theme: "Living with Children in Today's World"

MONDAY, MAR. 26	TUESDAY, MAR. 27	WEDNESDAY, MAR. 28	THURSDAY, MAR. 29	FRIDAY, MAR. 30
9:30 General Session 11:30 Teams for Branch Forums and Study Groups Meet	9:00 to 11:30 Study Groups— 9:00 to 9:45 Background Lectures 10:00 to 11:30 Discussion	9:00 to 11:30 Study Groups— 9:00 to 9:45 Background Lectures 10:00 to 11:30 Discussion	7:30 College Breakfasts 9:30 to 11:30 General Session "Your ACEI at Work"	All-Day and Half-Day Excursions * * * All-Day Meeting on Elementary Science Planned by National Council for Elementary Science
2:30 to 5:00 Study Groups— 2:30 to 3:15 Background Lectures 3:30 to 5:00 Discussion	1:30 to 4:00 Choose one: Branch Forums Information Panels Adventure Room Excursions Visits to School Buildings	1:30 to 4:00 Choose one: Branch Forums Adventure Room Excursions Visits to School Buildings	1:00 to 3:00 Forum—ACE State Associations 3:00 to 5:30 Open Committee Meetings— Nursery Kindergarten Primary Intermediate Teacher Education	
7:45 General Session "Northwest Night" 9:45 Acquaintance Hour	7:45 General Session "Impacts on Children in Today's World"	7:45 General Session "Action for Children"	7:45 General Session "Living with Children in Today's World"	

NOTE: Conference registration at Seattle begins Sunday, March 25, 2:30 p.m., Olympic Hotel

By MARY and LAWRENCE K. FRANK

Awards and Punishments

Mary and Lawrence K. Frank are the authors of the new book, How To Help Your Child in School.[1] *They share here with us their thesis that reward and punishment are not effective tools for working with children, a thesis which they treat in greater detail in their book. This volume was reviewed in* CHILDHOOD EDUCATION, *December 1950.*

IT IS ALMOST IMPOSSIBLE FOR US TO think about the rearing of children, their education at home or in school, without assuming that rewards and punishments must accompany our teaching and our guidance.

This is in no way a condemnation of ourselves, our homes, or our schools. It is what we experienced as children and what we have accepted as part of our traditions. Moreover, if we will consider it further, it is an expression — tacit, perhaps—of the uneasy feeling that, unless we mete out punishments or confer occasional awards, our children will not feel the incentive to be good, to grow up, to strive to be better.

Now if our children were not human children, if they were, let us say, mechanical creatures, the reward and punishment system of control might be a simple and effective way of building incentive and guaranteeing achievement. We don't know.

But our children are not mechanical creatures. They are human beings and we adults are people, and the rewards and punishments we speak of come from, and are given by, people. We can't possibly separate the award or the punishment from feelings, from the feelings of the child who receives it or from the adult who gives it.

We can't (and lucky for us) build into a child a prefabricated set of goals or incentives by coercion or threats or rewards. And the child cannot see the punishment or the award as separate from the person *and the feelings of the person* who administers the blame or the praise.

Punishments and awards are not abstract ideas or sterile goods "untouched by human hand." They are significant parts of human relations in the family or in the classroom, and as such they arise from and express the love and approval, the disapproval or withdrawal of love, of a *person*—a teacher, principal, a father or mother, toward a child.

Moreover, it's a little startling to realize that for generations we have thought of child-rearing and education as a one-way system or relationship wherein we dispensed praise or blame, punishment or reward, for a child's own good (and, usually, for what we considered good reason). We have assumed that the child would understand our good motives, would grasp the meaning of the goals which we were seeking by our dispensations, and would act accordingly.

And suddenly with the new understanding of human behavior, which has come from the studies of children and adults, plus the world-shaking demonstrations of the devastating effect on human lives of so-called one-way systems or dictatorships, we've begun to think

[1] Viking Press Inc., 18 East 48th St., New York. Pp. 368. $2.95.

specifically of people's *responses*, children's *responses*.

We are weighing the interaction and interrelationship between one human being and another, the *feelings* of a child or an adult when he is being punished, when fear of authority is his only motivation or when he works to please an adult rather than for a personally satisfying goal.

We've just begun to see that these feelings of people, these reactions and interactions (which are often poohpoohed as psychological "jargon") are the foundations and safeguards of our democracy—of any free peoples. We've begun to realize that neither adults nor children can be taught to be mature or well-balanced or cooperative through bribery or force.

Again, however, we must remind ourselves that it's difficult not to think about rewards and punishments where children are concerned. We grant that adults can and should function, not for the reward or the ever-present threat of punishment, but for the good of family and fellow-citizens. Their incentives or goals needn't be pinned on a bulletin-board each day.

The soldier who fights for a medal is not a very good soldier. The doctor who visits his patients only when social or financial success is guaranteed is not, we feel, a good doctor. We expect him to be, ethically, a good doctor, regardless of fees or social prestige.

Finding a Way with Children

But what about children? How can we help them realize their still undeveloped capacities? Is there a way of helping them set and begin to achieve worthwhile goals without using the award or the punishment or the bestowal or withdrawal of love for achievement, whatever it may be?

We must realize, first, that many children do not grow up to be self-governing adults, responsible citizens, or kind or ethical workers. We have to admit that despite threats and coercion—and often because of such punishments—any number of youngsters are not able to maintain, by themselves, socially desirable goals or behavior patterns.

We have only to read the morning newspaper to acknowledge that, in many cases, threats or punishments don't seem to have worked or "taken" at all. Far from strengthening character, they seem to have broken it down!

When we begin to revise our traditional ideas about rewards or punishments, let's start with the feeling that we're neither guilty nor blameless for using such a system, or for beginning to question whether it should exist. Let's think as human beings — people who care about children, who are not too proud or too rigid or too defensive to feel that some of the notions we have long held about our youngsters will stand revision. Let us keep in mind that we can slowly work with our children and with each other toward better, sounder, more human concepts about children and, therefore, about society.

Consider Human Needs

Let's first begin to think of the child as a person with a human need for approval and affection—in school or at home. Let's then consider whether that approval or acceptance or love should be a bargaining point, something he has to earn or buy, or whether it should be given freely and generously, so that to each child we can say, as parents, or as teachers:

"You are a worthwhile individual (every individual is worthwhile). You have capacities, strengths, lovable quali-

ties. You may have difficulties. You may be unable to meet certain standards and so need help. You may be slow in learning spelling or mathematics, but that doesn't disqualify you from living happily in your family and with your friends. As a matter of fact, when you are happy with your family, with your teacher, with your schoolmates, then reading or arithmetic may be less of the mountain you consider it and more nearly of mole-hill dimensions."

Following this, let's start to do some thinking about awards or punishments in any form—threats or deprivations, physical punishment, or even the sad look of disappointment on the adult's face—and let's be specific. What, for example, does a "poor" mark or grade on a report mean to a child?

First, it seems to put him into an arbitrary and undesirable category for one month—or whatever period the report card represents.

Second, it's static; it seems to say, "You've reached this point on a scale. By working harder you can reach another and maybe higher point on this scale."

Third, a low mark focuses a spotlight on one area of a child's living—on his academic achievement. It leaves in shadow, and gives less importance to, all the surrounding territory of a child's field of endeavor—his games, discussions with other children, questions and observations about people, his school, his friends, his society.

What Do Awards Mean?

Then, let's turn to the award, whether it be honorable mention, a gold star, a teacher's or principal's or parent's bestowal of special favor for conduct or achievement which has pleased an adult. What does this mean to a child?

And also what does it mean to the other children in the family or in the classroom? It seems to imply that the child singled out for award or reward has worked harder, behaved better, performed more diligently than his coworkers.

An award seems, also, to suggest that a few lucky children can win wholehearted approval while the achievement of others belongs to one great category which can be negatively described as "not tops." And, again, the majority who are not praised for effort, are in a sort of shade. Their living together, their learning (which, we have to admit, must be taking place), their perseverance, their attempts at understanding problems, appear to be far less rewardable than what is considered "the top."

Finally, if we examine the word "failure"—used, once more, at home or in school—what sort of picture do we think of? Is it a sort of sad individual, wrapped in gloom, who seems to have reached a dead-end—a point from which he can't go forward unless something or someone comes along to guide him onto a new road?

Are we in effect emphasizing a system which depends on authority and the pleasure or disapproval of authority and its dispensations to evoke better work, perseverance, and good conduct from our children?

Again we want to emphasize that many of us don't think primarily in terms of punishment-awards for children. Yet, if we take stock of our family living, for example, we may find numerous instances where an allowance, or a trip, or even a special kind of food, is made conditional on good behavior or denied when a child's conduct is unsatisfactory to us.

We may forget that a phrase which

says to a child, quite often, "You're doing a fine job," may help him far more than the periodic punishment which underlines his misbehavior or his least successful efforts. A child, we must remember, assesses himself and gains a picture of himself from our adult words of praise or blame and cannot easily persuade himself that he is competent or worthwhile unless we tell him so.

So our most positive attitude about children would be to focus, not on blaming our schools, our teachers, or ourselves as parents, but to look at all facets of child experience and child life. We need to consider, along with academics or prescribed conduct, every area of children's living and working together. We must help them to live together rather than living separately where the emphasis is upon pleasing one authority.

Helping Children See Reasons

We can also begin to pose the proposition that it might be more constructive to help children see reasons in their own lives for certain codes of behavior, to help them work out fair and ethical standards in their lives rather than obeying, exclusively, adult rules enforced with awards or punishments.

This approach finds much reinforcement in the recent discovery of how each child matures: that he must go on successively transforming his behavior and feelings into ever more mature conduct toward deferred goals.

Thus he must, in order to grow up, be capable of giving up what he has learned yesterday and learn to replace that conduct or way of expressing his feelings with a more mature way. Rewards and punishments, by the very emphasis upon a specific achievement or failure, may fixate a child, blocking instead of promoting his maturation.

Rather than tag a child with a derogatory word or a decimal point, it might be wiser to let him know that he has capacities and strengths, to help him find himself as a worthwhile person, a capable person, to help him face the future with confidence and courage. We may find that a child who faces his difficulties, knowing that he can work through them with the help of understanding adults, will make the effort we expect with less tension and probably better results.

With this new conception of authority —either parent or teacher, serving as helper, guide, support, or as an approving adult—we may find that children will be more willing to accept authority, to really believe that it need not be a symbol of fear or of arbitrary control. The child may come to view authority in the family, in the school, and in government, as a source of reassurance and help.

We can revise our ideas about the "controls" of awards and punishments without abdicating authority or giving up our adult status. We *can* be adult, and still retain our roles as parents and teachers without depending on awards or punishments to enforce or bolster our authority. It is not an easy task or one to be achieved without careful thought and gradual revision of methods.

We need to begin to think about the meaning to the child of our adult standards and treatment of him. We need to look, not just at the mark or at one area of child life. We need to view the whole child and his whole living experience, his relations to us and to his age mates. By such consideration we can enlarge and enrich the concept of education, the study of all children. We can broaden the fields of learning and teaching to include living as learning and growing.

By LAURA ZIRBES

The contribution of research toward

DISCIPLINE FOR FREEDOM

In our efforts to help children develop discipline for freedom, we will find much to guide us in results of recent research. The trends of research discoveries and some of the outstanding studies in child growth are discussed here by Laura Zirbes, professor of education, Ohio State University, Columbus.

DURING THE LAST DECADE, RESEARCH has contributed increasingly to insight into social and psychological aspects of behavior and developed a fresh approach to problems of unsocial and anti-social conduct. The amazing shift in general attitudes toward juvenile delinquency is matched by changing conceptions of child rearing, control, and discipline, and by a widespread realization of the vital bearings of these matters on cultural tensions and social issues.

To all these changes research contributes, but not by providing specific sure-fire findings. Modern approaches to problems of personality adjustment, discipline, and mental health draw upon the integrative findings of a broad field of social inquiry. Psychiatry and psychology, sociology and anthropology contribute to the total background and suggest the new hypotheses which need to be tested in application in clinical practice, case work, homes, and classrooms.

The consequences of tension, conflict, privation, domination, rejection, neglect, insecurity, repression, threats, fears, anxiety, and frustration are all matters of concern in the development of discipline for freedom.

Research contributes to the realization that discipline for freedom is an urgent and significant concern of guidance toward maturity. Every individual needs to achieve an increasing measure of responsibility and self-direction as he moves from dependent infancy through childhood and adolescence toward adulthood.

Discipline which relies on implicit obedience puts a premium on emotional immaturity. Discipline which relies on regimentation and regulation and restraint is not discipline for freedom. Such discipline at its worst is still deemed "good" by some. It consists of dominative repression and coercive direction. It quite generally fortifies its hold by imposing arbitrary rules and regulations and by enforcing them through a hierarchy of autocratic powers. It prides itself on unremitting vigilance which detects and defies violations. It gives no quarter and goes about its business intimidating, penalizing, allocating blame, administering punishment, and exacting unquestioning submissive compliance. It is frankly skeptical about social motives. Suspicious, mistrustful, and vindicative in principle, these attitudes find expression in stern, firm, aloofness as well as in language.

The threats and cruelites, of this kind of discipline—whether physical or psychological—are conducive to anxiety neuroses and insecurity. Its concerns are not compatible with personal integrity or with the values which a free society guarantees and fosters.

Research in a Free Society

When research contributes to the validation of more democratic procedures, it helps to solve the serious social anachronisms posed by educational and parental reliance on discipline which blights personality, blocks maturity, and flouts the values for which a free society stands.

Research also explores the personal and social consequences of tension, conflict, privation, of fears and threats, of insecurity and anxiety, of neglect and rejection, repression and domination. It studies the differing cultural sanctions and taboos and their impact on personality and outlook.

Research not only gathers and analyzes social data with a view to discovering causal factors and consequences, but also formulates and tests promising preventive and therapeutic procedures. Even so, the field of human behavior and the ramifying influences which modify it, are so wide and various that research cannot give categorical prescriptions or hope to project and test all its proposals in controlled laboratory experiments. The bulk of social research consists of systematic clinical observation and practice, patient cumulative field inquiry, and perceptive alertness to significant clues and cues in human relations.

Research contributes because it subjects fixed ideas, precedents, and traditions to the unbiased tests of comparative inquiry and exploratory investigation. This approach is not sanctioned in a static society. It can, nevertheless, be a safeguard in a dynamic society and an aid to forward adjustment in a period of rapid social change.

Ours is a dynamic, adaptive society, and the problems of adjustment are often complicated by the conflict between the social forces which call for adaptation and the cultural inertia and conservatism which resist change. In this kind of society, research certainly holds more hope than the regressive counsel of those who will not face the problems posed by conditions and developments which the past never knew.

The wide prevalence of authoritarianism in the not too distant past made it necessary to resort to revolution to give the idea of a free society a chance. In that sense our way of life and its disciplines had to be projected beyond precedents. This accounts for the fact that many discipline problems of today are complicated by lagging cultural and social adjustments to changing conditions of living.

Our country's "melting pot" tradition helps to account for some of the cultural sanctions and mores that are in conflict with democratic values. This situation is manifestly one which divides successive generations in ways which have implications for guidance and discipline.

What Research Has Shown Us

The relevance of research to problems of discipline is not always immediately obvious, but becomes clear as the causal factors associated with behavior problems and morale are recognized. Reference to specific researches and brief comments on the ways in which they contribute are offered as documentation.

Ribble's relatively recent investigations challenged the cold impersonal regimentation of infants and the lack of warm acceptance by comparison with the provision of warm nurture and relaxed concern for schedules, with conclusions concerning behavior that have already influenced the recommendations and practices of pediatricians and hospitals.[29]

In his clinical research, Spock arrived at conclusions concerning the undesirable immediate and deferred effects of parental anxiety and coercion on feeding habits and personality.[33]

Aldrich initiated a 21-year cooperative study at Rochester, Minnesota, in 1944, and Spock has recently taken over its direction. This project is bound to contribute to insight into the backgrounds of disciplinary problems of a generation of youth from conception to maturity. A preliminary report by Lowenberg suggests many related implications.[20]

Horney studied the impact of conflicts on developing human beings. She designates contributing causes and origins of conflict, anxiety, worry, and indecision that characterize neurotic behavior. She points out some of the contradictory appeals of everyday living, and shows how adjustment is complicated when the admonition to love one's brother contradicts aggressive competition; how the arousal of desire for new and better possessions conflicts with the impulse toward saving and thrift.[15]

Lewin, Lippitt, and White studied the differential effects of three distinctive "social climates" comparing effects of democratic, laissez-faire and autocratic group leadership on the behavior of groups of boys. This research contributes significantly to a clarification of the common confusion of laissez-faire and democratic policies of group guidance.[19]

Mowrer contributed to the validation of democratic participation of children in self-government, as opposed to presumptive adult authoritarian control, by research which reported heightened morale, reduction of fighting, improvement of cooperation, and fewer violations of rules.[25]

Peck checked on the research of Wickman, and both studies contributed to the sensitivity and concern of teachers for the relative seriousness and significance of various types of behavior and maladjustment for mental hygiene. [26, 39]

Prescott in the report of his study of emotions emphasized concern for the needs of children. In his later studies he and his associates stress the need for an objective approach to the study, understanding, and guidance of children.[27]

Frank not only recognized and studied the needs of children but furthered the research of many others by giving cogent expression to his penetrating and persistent concern with the serious social ills and mental health problems which can be traced to cultural causes that challenge attack. In so doing he contributed significantly to basic approaches in mental hygiene. In a recent article Frank projects the role of the family as a dynamic factor in cultural renewal and social advance.[8, 9]

Ashley Montagu summarizes years of critical study in a book which gives the teacher a key role in the "social engineering" which he deems so urgently essential to correct the serious imbalance between competition and cooperative, integrative concern for human values.[24]

The clinicians, psychiatrists, and social workers who pioneered in the modern approach to delinquency and related problems of institutional care and guidance have contributed to the insight upon which are based changes in institutional practices and approaches as related to unsocial and antisocial behavior.[12, 14]

Diverse aspects of the mental health approach are well developed by Tryon and others in a very significant yearbook, based on research. It includes chapters on developmental tasks, motivations, rewards and punishments, creative work, sociometry and sociodrama.[37]

Research has contributed to the realization that the child is disciplined and matured by and through a succession of developmental tasks, about which Havighurst has also written. The same concepts are those to which English and Pearson refer as "emotional problems of living."[13]

The comparative anthropological studies of Kardiner, Linton, DuBois, Benedict, Mead, and others reveal how various cultures, each with its distinctive but consistent processes and pressures, influence and shape developing personality, and show how specific cultural patterns in the handling of needs, tensions, and anxieties, influence adaptation.[16, 5, 23]

Sociological approaches to the social issues and tensions in our own culture are exemplified in the studies of Davis and Dollard; Havighurst, Warner, and Loeb; Taba and others. They contribute to the sense of urgency which is needed for courageous social action to contravert social prejudice and discrimination.[7, 40, 36]

Among many others whose published studies set forth more or less distinctive approaches to disciplinary problems are Anderson,[2] Axline,[3] Baruch,[4] Fults,[10] Korner,[17] Radke,[28] Redl,[31] Rogers,[30] Slavson,[32] and Zachry.[41] Limitations of space permit only bibliographical reference to these, and passing mention of implications for discipline in the therapeutic uses of projecive techniques and creative expression in various media as explored by Alschuler and Hatwick,[1] Lowenfeld,[21] Moreno,[8, 37] and Shaw.[8, 37]

Building Democratic Values

It is significant to note that research does not support the irate, antagonistic approach or countenance harsh, domineering tactics or vindictive concern. Whatever the disciplinary medium, the approach needs to be helpful and friendly, the guidance patient and understanding.

Relationships and activities need to be initiated and conducted in ways which foster wholesome attitudes and adjustments. Room must be left for initiative, choice, and self-direction in building toward self-discipline in terms of democratic values.

Such approaches have proved so effective that they are altering the social climate of homes, schools, and institutions. They are not only salvaging problem personalities, but are permeating social thinking in ways which are changing the connotation of the word discipline.

Research contributes to the reconstruction of meanings and value judgments. To those who are open-minded toward the new approaches, discipline is no longer a mere matter of regimentation and control. Discipline which does no more is not good enough.

To be good, discipline must be concerned with human values; it must foster morale and cultivate social rapport. It must carry over to improve living. It must not rely on threats or force, but foster integrity of purpose, personal responsibility, and *esprit de corps*. In its concern for causes and consequences it must take constructive account of human drives and aspirations, of social pressures and tensions, of group dynamics.

These are the standards which have made martinets anachronistic. They have been recognized in guidance, supervision, management and administration; in education, in leadership training, in social work, in government, and in industry.

Speaking as an industrial psychologist, Mayo discusses "the rabble hypothesis," which has for centuries, in one form or another, "bedevilled all our thinking on matters involving law, government or economics."[22]

As a factual description of society, the rabble hypothesis is not valid. Society is not made up of a horde or a sandheap of unrelated elements but of ascending hierarchies of interacting groups; families, teams, clubs, schools, churches, unions, professions, towns, counties, and innumerable other groups. The individual begins always as a member of something and can develop only in society. Hence intelligent understanding, organization, and active cooperation are vital to civilized order, and the development of disciplines for freedom implies constructive interaction to foster social skills and insights, social attitudes and concerns.[22]

It is in this spirit that Watson, Allport, and others deal with the problem of civilian morale.[38] Their contribution achieves a new timeliness in the present world situation. The basic concept of morale is clarified in this report by outstanding representatives of several social disciplines.

Kotinsky reports on the responsibility of fact-finding research in preparation for the White House Conference, "to bring together in integrative fashion the numerous contributions of research from diverse fields that have related bearings on the problems of child welfare," as a preliminary to the meeting of minds and coordination of effort for advance.[18]

Whatever else this mid-century White House Conference on children accomplishes or projects, its preliminary fact-finding and planning activities, its integrative concern for a multi-discipline approach in research interpretation, and its actual work sessions should make its forthcoming report a timely spur to social action in behalf of child welfare and citizenship. Much should be accomplished in spite of the lags and pressures that thwart or threaten democratic aspirations.

Research demonstrates that behavior is disciplined in the activities and tasks of everyday group living. That is where guidance must foster fine social aspirations, responsible value judgments, good human relations, and expanding cultural identifications. Ours is a free society and we are committed to the development of disciplines for freedom as a condition of its survival. Nothing short of our own consistent action research in that effort will contribute the requisite human insights and social skills for meeting that commitment.

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ACEI 1951 STUDY CONFERENCE

Seattle, Washington, March 26-30

Theme: Living with Children in Today's World

STUDY AREAS

The Child—Why He is That Way

Background Lecturer: James L. Hymes, Jr., George Peabody College for Teachers, Nashville, Tennessee

Curriculum—The Child Becomes Acquainted With His World, Uses It, Serves it

Background Lecturer: Alice Miel, Teachers College, Columbia University, New York, New York

Social Impacts—Children Need Help in Meeting the Impacts of Today's World

Background Lecturer: Bess Goodykoontz, Office of Education, Federal Security Agency, Washington, D. C.

Guidance—Children Need Adults

Background Lecturer: L. Thomas Hopkins, Teachers College, Columbia University, New York, New York

Relationships—We Learn to Live Together

Background Lecturer: Jean Betzner, Teachers College, Columbia University, New York, New York

Research—The Perpetual Quest

Background Lecturer: Laura Zirbes, Ohio State University, Columbus, Ohio

Within each study area there will be many study groups—the number in each not to exceed forty. Capable leaders from many sections of the country and resource people from the Northwest will be there to guide the discussion. General information on the conference and registration forms will be found on the tinted sheets of this magazine. Additional registration forms may be secured by writing to ACEI headquarters, 1200 Fifteenth Street, N. W., Washington 5, D. C.

Pledge to Children

ADOPTED BY DELEGATES TO THE

Midcentury White House Conference on Children and Youth

DECEMBER 7, 1950

To You, our children, who hold within you our most cherished hopes, we the members of the Midcentury White House Conference on Children and Youth, relying on your full response, make this pledge:

From your earliest infancy we give you our love, so that you may grow with trust in yourself and in others.

We will recognize your worth as a person and we will help you to strengthen your sense of belonging.

We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living.

We will help you to develop initiative and imagination, so that you may have the opportunity freely to create.

We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.

We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.

We will illustrate by precept and example the value of integrity and the importance of moral courage.

We will encourage you always to seek the truth.

We will provide you with all opportunities possible to develop your own faith in God.

We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.

We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.

We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.

We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

We will protect you against exploitation and undue hazards and help you grow in health and strength.

We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights.

We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities.

As you grow from child to youth to adult, establishing a family life of your own and accepting larger social responsibilities, we will work with you to improve conditions for all children and youth.

Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice and mutual respect.

So May You grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future.

News and REVIEWS . . .

News HERE and THERE . . .

By MARY E. LEEPER

New ACE Branches

Elgin Association for Childhood Education, Illinois
Person County Association for Childhood Education, North Carolina
Clinton County Association for Childhood Education, Pennsylvania
Galena Park Association for Childhood Education, Texas
East Lake Washington Association for Childhood Education, Washington
Vancouver Association for Childhood Education, Washington

Reinstated

Wayne University Association for Childhood Education, Detroit, Michigan

ACEI Executive Board Meets

On November 26, 27, and 28, members of the ACEI Executive Board met at headquarters office in Washington, D. C. Each of the six ACEI regions was represented. Progress reports of ACEI committees were reviewed and discussed. Reports were presented on the work of branches, the work at headquarters, and other phases of the Association's activities.

Of greatest importance was the development of the resolutions that will be the basis for the 1951-1953 Plan of Action. A summary of the replies sent by branches and individual members to the questions was used as foundation material. The suggested resolutions will appear in the January *Branch Exchange*. Branches will be asked to study and discuss the areas suggested for activity during the next two years and to instruct their delegates to vote for or against the resolutions as outlined at the annual meeting in Seattle in March. Following the adoption of the resolutions, specific plans for implementing them will be developed in ACE branch forums, thus completing the 1951-1953 Plan of Action.

Much time was given by the Board to the completing of plans for the Seattle Conference. Dorothea Jackson, chairman of the Seattle, Washington, Conference Committee, worked with the Board.

At a luncheon meeting Board members met with representatives of a number of other agencies with which ACEI cooperates.

The Board will meet at the Olympic Hotel in Seattle on Saturday, March 24, 1951.

New ACEI Committees

The Executive Board of ACEI has recently appointed several new committees. Each has a clearly outlined purpose and the work will be followed with interest.

RESEARCH—*Chairman:* Laura Zirbes, Ohio University, Columbus, Ohio

Purpose: To instigate and guide cooperative research projects in which ACE members will participate.

RELEASED TIME FOR TEACHERS—*Chairman:* Verna Walters, Kent State University, Kent, Ohio

Purpose: To discover ways schools over the country are making it possible for teachers in elementary schools to have unscheduled periods of time.

SCHOOL OF THE AIR PROGRAMS—*Chairman:* Florence Kelly, Public Schools, Milwaukee, Wisconsin.

Purpose: To gather information on the extent of state and local school of the air programs, evaluate their contents, how they are used, and their influence on the curriculum of the school.

CAMPUS PROGRAMS FOR CHILDREN OF G.I.'s —*Chairman:* Hazel Gabbard, Office of Education, FSA, Washington, D. C.

Purpose: To assemble information on studies that have been made of specific situations, to present pertinent information to the Executive Board with recommendations for or against further study in this field.

TELEVISION AND CHILDREN—*Chairman:*—Florence Brumbaugh, Hunter College, New York, N. Y.

Purpose: To explore the relationship between television and the development of children. In what ways will it influence the elementary-school program? What goes on in the homes in relation to television and children?

TELEVISION PROGRAMS FOR CHILDREN — *Chairman:* Dorothy E. Willy, Chicago College for Teachers, Chicago, Illinois

Purpose: To find and suggest ways in which ACEI and state and local ACE groups can help in securing improved television programs; how they can help secure programs that will aid in publicizing the needs of children and the program of the modern school.

CHILDREN'S REFERENCE BOOKS — *Chairman:* Marie Merrill, Public Schools, Bronxville, N. Y.

Purpose: To evaluate sets of reference books in order that such a section may be added to the *Bibliography of Books for Children* and for use in information service.

NANE 1951 Biennial Conference

The 1951 Biennial Conference of the National Association for Nursery Education will be held Wednesday through Saturday, March 7-10, 1951, at the Hotel Commodore, New York, N. Y. This will be preceded by an United Nations workshop under the auspices of New York University on Wednesday, March 7. General sessions will "set the stage." Discussion groups will "dig in" on consideration of "The Next Fifty Years—Children's Opportunities and Our Responsibilities." Resource center services developed around ten areas of interest and concern in working with and planning for young children will offer valuable help to delegates. Many co-workers and friends from other professions as well as lay people are helping build the conference and will be active participants and consultants. Amy Hostler, president, Mills School, New York, N. Y., is conference chairman.

New Office of Education Bulletin

Promising Developments in Elementary Social Studies is the title of a sixteen-page mimeographed bulletin issued in September by the Office of Education, FSA. Wilhelmina Hill, specialist for social science, prepared the material. Address requests for a free single copy to: Education Briefs, Office of Education, FSA, Washington 25, D. C.

France Passes Bill on Children's Publications

A bill on publications intended for children was passed on July 16, 1949. It does not impose a censorship of such publications, or compel publishers to apply for a license to publish. All literature, however, intended for young people must henceforth be published by associations or firms directed by a committee with a minimum of three members who are French citizens "of respectable standing." Five copies of such publications, moreover, whether periodicals or not, must be deposited so as to enable the commission of control to ascertain whether Article 2 has in any way been infringed: "Publications designated in Article 1 must contain no illustration, story, news or any other insertion showing in a favorable light gangsterism, lying, theft, idleness, cowardice, hatred, licentiousness or acts defined as crimes or offenses or of such a nature as to demoralize children or young persons." The penalties for infringement range from a fine of fifty thousand francs to two-years' imprisonment, with or without the temporary or permanent suppression of the publication.

The commission of control was originally to have had its headquarters at the Ministry of Education but will now sit at the Ministry of Justice. Its chairman will be a Conseiller d'Etat, and its other members representatives of the two Ministries mentioned, parliament, illustrators, authors, publishers, teachers, youth organizations, parents and magistrates.

The commission's task will be. in addition to reporting infringements of the bill to the competent authorities, to report on any press item calculated to harm children.

Indian Council of Child Education

The third annual conference of the Indian Council of Child Education was held in Bangalore, India, April 8-10, 1950. Resolutions were passed at the concluding session of the conference. Three of these have particular significance for readers of CHILDHOOD EDUCATION:

This conference resolves that the Central and State Governments give priority to the education and training of children between the ages of two and seven years and that special grants be given to finance any scheme undertaken by voluntary organizations to implement the plan of child education in the country on the modern and progressive lines.

This conference requests the local bodies and municipalities to give every encouragement to the opening of children's clinics, children's art and plan centers and also for opening of mothers' classes attached to such centers in order to educate mothers in the care and education of children.

This conference resolves that in Indian universities where there are facilities, two fellowships be instituted to the value of $54.75 each per month for two years for carrying on research, one in child education and the other in child psychology.

Books for CHILDREN . . .

Editor, LELAND B. JACOBS

The child lives in an ever-expanding world which he seeks to comprehend. First, he must find and establish himself in the life pattern. He must accept his role in the family structure. He must identify himself with his peers, outside the family. He must see other children's ways of living in his and their world.

Throughout the recent history of literature for children, authors who take their audience seriously have understood this truth about boys and girls. These authors have, with integrity and artistry, created interesting stories and living characters through which the child enjoyably and genuinely expands his social horizons.

A BOAT FOR PEPPE. *By Leo Politi. Illustrated by the author. New York: Charles Scribner's Sons, 597 Fifth Ave., 1950. Pp. 30. $2.* Peppe lived in the old California town of Monterey. His father was a jolly Sicilian fisherman. His good friend and confidant was Geramia, another old fisherman.

All the color, odors, sounds, movement of Peppe's experiences come to life. The storm at sea in which Peppe's father was caught is told with beautiful restraint. The festival of Saint Rosalia is described with all the flavor of an eye-witness account.

After having known *Pedro the Angel of Olvera Street, Juanita,* and *Song of the Swallows,* we approached a new book by Leo Politi with high anticipation. Peppe's life at home, at the wharf, at a festival is portrayed in an effective combination of broad scope and colorful detail, creating a charming book for children in the early elementary grades. Two delightful songs are included. Politi's pictures for this book are more distinguished than those in *Song of the Swallows,* which won for him the Caldecott Medal.

PETER HOLT, P. K. *By Jean Bothwell. Illustrated by Margaret Ayer. New York: Harcourt, Brace and Company, 383 Madison Ave., 1950. Pp. 241. $2.50.* "P. K." means "Preacher's Kid," as young Peter and his brother and sisters well know. When Reverend Holt moved his family into the parsonage at Millersville, the children faced the inevitable adjustment to a new community. Peter's room had an old folding bed, but to compensate for that there was a barn in which to keep his fine Belgian hares. Peter had to fight the school bully, Toughy, but he made a special friend of Johnny. And within the parsonage walls there was a secure, warm family life for all.

The plot moves along naturally from Peter's first exploration of the new home through happenings of a year in a small-town community. What it means to be a "P. K." is neatly pointed up without being belabored or contrived. In this entertaining story, the child in the later elementary grades will get a look into the life of the minister's child. as he did in Agnes Turmbull's *Elijah the Fishbite* and Carol R. Brink's *All Over Town.*

LUCKY DAYS FOR JOHNNY. *By Irene Smith. Illustrated by Kurt Wiese. New York: Whittlesey House, 330 West 42nd St., 1950. Pp. 64. $1.75.* This little book portrays just three days in Johnny's life. Friday his teacher comes to dinner. Saturday he visits his aunt and uncle in the country. Sunday his uncles and he take a walk that turns out to be more unusual than they had expected. But the fourth day—which Johnny "made up" as a riddle—he considers the luckiest of all.

Wholesome family relations which are normal yet not stuffy are exemplified. The traditional stereotype of the American "schoolmarm" is pleasantly torn down; Miss Day is a warm, attractive, fun-loving person. The total effect of this slight plot is, by implication, that those days which are filled with the unfettered joys of everyday happenings are the lucky days in the life of a seven-year-old.

KIKI SKATES. *By Charlotte Steiner. Illustrated by the author. Garden City, New York: Doubleday and Co., Inc., 1950. Pp. 29. $1.25.* When Kiki went for a winter vacation with Grandma, the farm looked very different from the way she had remembered it in the summer time. The snow was deep and wonderful. Snowshoes, snowplow, sled, and skis all lent themselves to winter fun. But best of all Kiki loved the pond, and most of all she wanted skates of her very own on which to glide over the

(*Continued on page* 238)

TRAVEL DELIGHTFULLY— SAFELY— COMFORTABLY ON OUR SPECIAL TRAIN

GOING TO SEATTLE? For the 1951 Study Conference of the Association For Childhood Education International? Then join the official convention party and see the beautiful Pacific Northwest. Snow-crowned mountain peaks. Scenic rivers. Ranches. Forests. Canyons. Restful, congenial travel on the streamlined North Coast Limited.

THE PROGRAM

Westbound

March 23. Lv. Chicago 11:00 P.M. via CB&Q. Minnesota 10,000 Lakes, Red River Valley, Montana Rockies, Idaho Forests, Washington. Arrive Seattle 7:30 A.M. March 26, for convention.

Eastbound

March 29. Lv. Seattle 11:45 P.M. Victoria, Puget Sound, Spokane, Grand Coulee Dam, Missoula, Butte, Helena. *YELLOWSTONE PARK.* Arrive Chicago 7:45 A.M., April 4th.

COST OF TOUR—Going trip only—$14.00; Return trip only—$70.43; Both—$84.43. Include: Meals, sightseeing, hotels, transfers, even tips. *NOT* included, round trip rail and Pullman, and expense at convention.

OPTION—If a reasonable number would prefer the longer trip going, (because of pre-Easter vacation) with a short return trip, such arrangements can be made.

May we help you plan your trip? A postal or letter to us will bring prompt answer to your questions, exact cost from your home city, and schedule. Please address:

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

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Books for CHILDREN

(*Continued from page* 236)

smooth, hard ice. Of course, Kiki got her skates and reached such a point of perfection that she could proudly acclaim, "I can skate. I only fell down twice."

Four- to six-year-olds will understand very well Kiki's delight in her accomplishments. They will enjoy the familiar winter scenes that accompany the simple text.

WHAT DO THEY SAY! *By Grace Skaar. Illustrated by the author. New York: William R. Scott, Inc., 8 West 13th St., 1950. Pp. 18. $1.* Among the continuing interests of young children are the sounds uttered by the familiar animals: the cat, chickens, the dog, the lamb, the cow, the bird, the duck, the pig.

Beginning with the kitten's "meow," Grace Skaar builds up, animal by animal, the distinguishing sayings of each. She points out how each animal is incapable of "speaking" more than his own characteristic sounds. The climax of the exposition is that boys and girls have the real gift of language. They can imitate the sounds made by all the common animals. And, more than that, they can really talk.

In the socialization of young children, language is tremendously important. *What Do They Say!* helps children know what language is. In this respect Grace Skaar's little book is a unique contribution to informational materials for the three- to five-year-olds.

FIVE LITTLE PEPPERS. *By Margaret Sidney. Illustrated by Nettie Weber. Cleveland: World Publishing Company, 2231 West 110th St., 1950. Pp. 256. $1.25.* The lovable, humble Pepper family is as delightful as ever in this new edition of an old favorite. While the world has changed since first Margaret Sidney gave the Pepper family to American children in the late 1800's, the charm of the simple daily living of this family is perennially refreshing. The Peppers never let poverty rob them of an enthusiasm for living. Problems of money and measles might imperil them but could not down them. The courage of the Pepper family is as admirable to today's children as it was to their parents who knew this book in their childhood.

Nettie Weber's drawings for this new edition are quite satisfying. They appropriately portray the varying moods of the story and nicely catch the spirit of this stout-hearted family that made life good.

TURNIPSEED JONES. *By Edward W. Mammen. Illustrated by Jessie Robinson. New York: Harper and Brothers, 49 East 33rd St., 1950. Pp. 127. $2.* Henry Jones' honorary name is Turnipseed. How he earns such a title is, of course, the plot of this gay story—the story of Henry's part in preparing for Mrs. Turnipseed's hundredth birthday celebration.

It is the characterization of old Mrs. Turnipseed that gives the flavor and fun to this story. Henry, himself, is ordinary enough indeed. But the old lady, whose idiosyncracies keep the book always a bit askew, is a rare individual. Her vigor, her zest for living, and her unusual manner of accomplishing her ends make her hundredth birthday celebration a really funny affair.

The author catches well the spirit of the American small town and translates that spirit into an entertaining story for children in the middle grades.

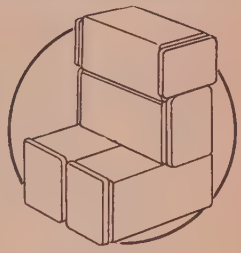
A CHILD'S GARDEN OF VERSES. *By Robert Louis Stevenson. Illustrated by Alexander Dobkin. Cleveland: World Publishing Company, 2231 West 110th St., 1950. Pp. 142. $1.* Perhaps this is the season to add to the children's library a new edition of an old favorite. There have been, in the history of literature for children, too few poets who have equaled the recollections of childhood that Stevenson was able to recapture in lilting line and rhyme. As May Lamberton Becker has said in her introduction, "He never lost the lovely sense of seeing something for the very first time."

When one turns the pages of this edition, he pauses over the old, familiar verses, "Where Go the Boats?" "The Cow," "The Swing," or "Bed in Summer." But he rediscovers some fine verses, forgotten perhaps over the years, that surely he will want to share with children in early-elementary grades.

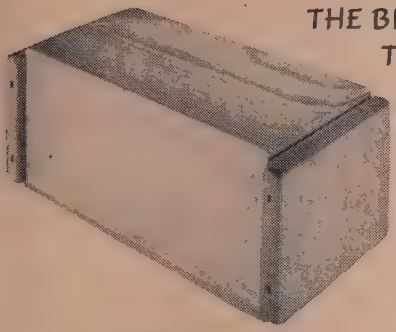
Alexander Dobkin's drawings indicate the continued freshness of Stevenson's poetry. There are no Victorian children in these pictures. Instead, modern American children appropriately romp, climb, dig, and observe their world throughout this edition.

PLAY EQUIPMENT THAT BUILDS
TOWARD READING READINESS!

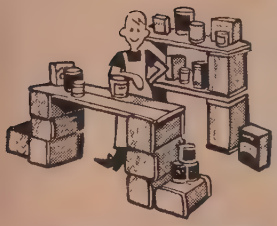
MOR-PLA JUMBO-BLOX



THE BIG HOLLOW BLOX
THAT INTERLOCK!



BUILD steady structures quickly, safely, with minimum teacher help! Your nursery becomes a hive of busy social play, your primaries find endless fascination in dramatizing every kind of reading experience—with Mor-Pla Blox to set the scene!



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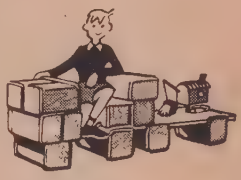

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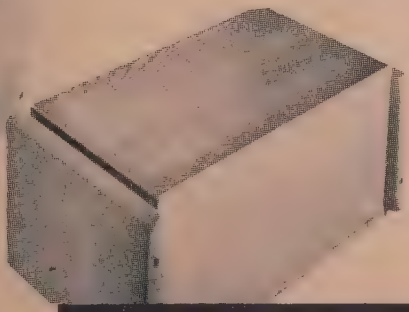

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Bulletins and Pamphlets

Editor, CELIA BURNS STENDLER

HELPING CHILDREN SOLVE THEIR PROBLEMS. *Washington, D. C.: Association for Childhood Education International, 1200 Fifteenth St., N. W., 1950. Pp. 40. 75c.* ACEI's new bulletin is filled with anecdotal records of how teachers have helped children solve problems of human relations. A child's kitten dies; a newcomer withdraws from the group; children resist school pressures; a nursery school child learns to share —these and other problems with which teachers and pupils deal are discussed in readable fashion from an excellent mental hygiene standpoint.

YOUR CHILD'S LEISURE TIME. *By Mildred Celia Letton. New York: Bureau of Publications, Teachers College, Columbia University, 1949. Pp. 52. 60c.* This booklet in the Parent-Teacher Series contains many fine suggestions for helping children use leisure time well. Parents particularly will be helped with the report on how some mothers have successfully solved the problems of what to do when a youngster says, "But all the other kids can do it." Excellent examples of how planning for leisure time can become a neighborhood affair are included. The development of hobbies, summer leisure, commercial recreation are other topics which are dealt with in concrete fashion. Principles of sound leisure programs are developed.

Ruth Allcott's sprightly line drawings continue to add zest to this fine series.

EDUCATION OF THE GIFTED. *Washington, D. C.: Educational Policies Commission of the National Education Association and the American Association of School Administrators, 1201 Sixteenth St., N. W., 1950. Pp. 88. 35c.* This bulletin on education of the gifted emphasizes that, by making educational opportunities "open to youths who are most able, rather than to those who are most able to pay," we are contributing to the strength of democracy. Particularly helpful to teachers will be the chapters on identification and education of

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the gifted. In general, the recommendations for practice are in accordance with sound educational principles. When it comes to as controversial an issue as homogeneous grouping of the gifted, however, the authors tend to present all the arguments and fail to arrive at any definite conclusion. A mental hygiene emphasis, a fortunate characteristic of so many publications today, is lacking here.

THE EMOTIONAL CLIMATE OF THE EXCEPTIONAL CHILD. *Proceedings of the Spring Conference on Education and the Exceptional Child of the Child Research Clinic of the Woods Schools, A Private School for Exceptional Children, Langhorne, Pa.: Woods School, May 1949. Pp. 50. Price not given.* This pamphlet contains papers delivered at the 1949 Spring Conference on Education and the Exceptional Child. These papers consider the influences of the family, the church, the social group, the community, in relationship to the growth of the exceptional child. The exceptional child is defined as "that child who differs as a person to the extent that he is therefore handicapped in his relationship with others." Thus he may be one with superior intellect, a deaf child, a blind child, a child from a broken home, or one intellectually defective. Teachers of both "normal" and exceptional children will be helped by these thought-provoking discussions of fundamental problems in the emotional climate of children.

HOW TO LIVE WITH CHILDREN. *By Edith G. Neisser and the Staff of the Association for Family Living. Chicago: Science Research Associates, 228 S. Wabash Ave., 1950. Pp. 49. 40c.* This booklet lists six different ways parents and teachers can guide and promote the emotional development of children, and then discusses each of these six ways with helpful concrete illustrations. Good emotional hygiene is stressed throughout.

LET'S LISTEN TO YOUTH. *By H. H. Remmers and C. G. Hackett. Chicago: Science Research Associates, 1950. Pp. 49. 40c.* Information gathered in a survey of more than 15,000 young people by Purdue University is presented in this booklet. Suggestions for helping youth deal with parent problems, school difficulties, problems in social relationships are included. The evidence from research presented by these two authors makes their material very convincing.

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Films Seen and Liked . . .

Editors, ESTHER ASCHEMEYER and ALBERTA MEYER

WHAT MAKES A DESERT. *Produced by Young America Films Inc., 18 E. 41st St., N. Y., 1949. Black and white, $40. 10 min. For grades 4-9.* The factors which produce a desert are given in clear pictures with simple narration. Animated pictures are used to explain the causes of desert conditions in Southwestern United States.—E. A.

WHAT IS CHINA? *Produced by Teaching Films Custodians Inc., 25 W. 43rd St., N. Y., 1948. Black and white, $70. 23 min. For grades 7-12; adults.* A panoramic overview of China is presented with scenes at the outset showing the provinces of Mongolia, Sinkiang and Tibet. Excellent maps show the provinces, principal river systems, and the Great Wall of China. The major portion of the film treats of China Proper showing principal occupations, customs, life on the waters of China. It closes with a presentation of some of China's major problems and her attempts to solve these problems.—E. A.

NEWSPAPER STORY. *Produced by Encyclopaedia Britannica Films Inc., 1150 Wilmette Ave., Wilmette, Ill., 1950. Black and white, $70; rent, $4. 16 min. For grades 7-12.* The entire story behind a newspaper reporter's gathering a story is excellently and interestingly told. The steps followed by the newspaper in producing the story are logically followed and portrayed. The work of the news photographer, the advertising department and special editors is included. An interesting and informative film.—E. A.

FAMILY CIRCLES. *Produced by McGraw-Hill in cooperation with the National Film Board of Canada, 330 W. 42nd St., N. Y., 1949. Black and white, $100. 31 min. For teachers in training and in service, parents and other adults.* Despite a confusing introduction that could easily have been omitted, this film succeeds amazingly well in giving adults insight into the effect on children of everything they say and do. Child actors give deeply moving portrayals of youngsters in situations such as the following: a boy whose mother does not come to the school's open house although she had given him a half-promise; a girl whose parents discuss her in front of two well-meaning guests who frighten her with talk about the "bogeyman"; a boy whose parents quarrel violently; another boy who receives understanding and helpful guidance from both his parents. This film will help all adults to understand the far-reaching effects of events within the "family-circle" on the personality development of children. It was unfortunate that the sound was difficult to hear at times, especially the voices of women and children.—A. M.

BABY MEETS HIS PARENTS. *Produced by Encyclopaedia Britannica Films, Inc., 1948. Black and white, $45; rent, $2.50. 11 min. Educational collaborator, Lawrence Frank. For high school classes in family living, teachers in training and in service, and parents.* This film points out how differences in personalities can be accounted for: by heredity and by the human relationships and environmental factors experienced during the first years of life. With a minimum of "acting" and in natural situations, the film explains how the infant's personality is influenced by the extent to which he finds fulfillment of his basic needs—food, elimination and loving care. Particularly valuable in showing the relationship of routine to the emergence of personality, this film is effective because it relies on simple, everyday situations. It presents many basic concepts in child growth and development, and its only weakness is that it pictures only the desirable. Perhaps a succeeding film could show how to handle problems which arise when mothers are tense, frustrated, perplexed or lack understanding.—*Reviewed by* MAYME A. SWEET, *supervisor, Denver Public Schools.*

HELPING THE CHILD TO ACCEPT THE DO'S. *Produced by Encyclopaedia Britannica Films, Inc., 1948. Black and white, $45; rent, $2.50. Educational collaborator, Lawrence Frank. For high school classes in family living, teachers in service and in training, parents.* This film portrays the child learning to live in a world defined by the "do's" and explains how his personality is influenced by the extent to which he accepts them. The following types of "do's" are illustrated with life situations: those for per-

Editor's Note: All films reviewed here are 16 mm sound.

sonal living, the masculine and feminine "do's", and those for human relations. The film is particularly valuable for its presentation of basic concepts in child growth and development and its dramatizing of the "do's" when so many parents are aware of the "don't's."—*Reviewed by* MAYME A. SWEET.

HELPING THE CHILD TO FACE THE DON'T'S. *Produced by Encyclopaedia Britannica Films, Inc., 1948. Black and white, $45; rent, $2.50. 11 min. Educational collaborator, Lawrence Frank. For high school classes in family living, teachers and parents.* This film reveals how the young child meets a world of "don't's" and how he reacts by conforming in his own individual personality. The "don't's" are classified as: those which protect the child from danger; those which restrain him from taking things that belong to others; those which teach him to respect the rights of others. The film emphasizes that *all* children need help in facing the "don't's" and that adults should not expect too much from children. The film does not go far enough in showing how to handle problems that may arise.—*Reviewed by* MAYME A. SWEET.

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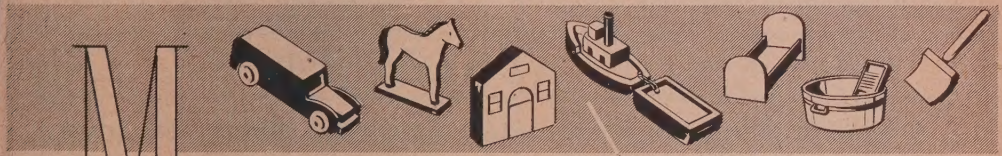

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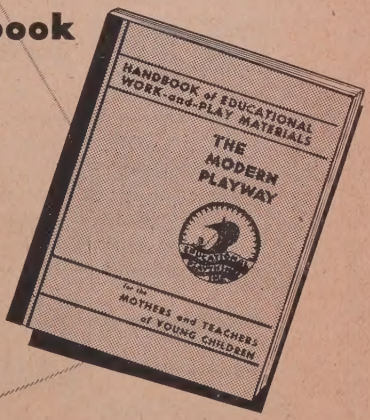

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Among the Magazines . . .

Editor, HELEN LAMMERS

PARENTS' MAGAZINE. *December 1950. P. 40. "Children Need Sensible Parents." By Benjamin Spock.* Dr. Spock favors the modern change from the extreme rigidity of the psychologic and pediatric laws of twenty years ago. He condones a more friendly attitude toward babies; a more natural and relaxed regimen for their care; a respect for their individual needs and developmental levels. He warns against too violent a swing in the opposite direction and advises sensible limits to permissive attitudes. He states that children need the security that comes from parents whose actions show that they know perfectly well what is sensible and what is not.

Dr. Spock says that chronic resistance to sleep in infancy is a behavior problem which was formerly rare but is now becoming more frequent. He describes a typical case.

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Dr. Spock contends that the etiological factors common to all such cases, aside from some painful disturbance on the part of the baby, are a determined type of baby and a gentle, uncertain, long suffering type of mother. He states that the treatment is simple. The mother is advised to lead up to bedtime with her usual attentions and affections, then to lay the baby in his bed calmly, serenely, firmly and walk out of the room to let the baby cry it out. Many babies have been cured within two nights.—*Reviewed by* MARY LOU ALEXANDER, *Westwood School, Cincinnati.*

COUNTRY GENTLEMAN. *October 1950. Pp. 22. "Your Child's First Visit to the Dentist." By Charles F. McKivergan.* Dr. Charles F. McKivergan stresses the child's first visit to the dentist as the most important. On its pleasant outcome and on its degree of absence of fright and pain, will depend his whole future attitude toward dentists and the care of the teeth.—*Reviewed by* SARA GRAY SMITH, *Chase School, Cincinnati.*

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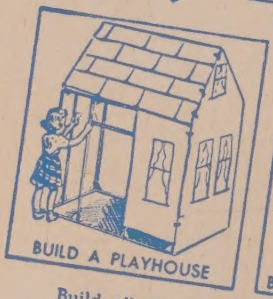

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